

UNIVERZITA PALACKÉHO V OLOMOUCI
PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Diplomová práce

Bc. Anna Petružiová

Učitelství anglického jazyka pro základní školy maior

Učitelství německého jazyka pro základní školy minor

Teaching culture in lower secondary school English lessons

Prohlašuji, že jsem diplomovou práci vypracovala samostatně a použila pouze uvedenou literaturu a zdroje.

V Olomouci dne 21.04.2022

Anna Petružiová

Mnohokrát děkuji panu docentovi Václavu Řeřichovi, PhDr. CSc. za konzultace, trpělivost, cenné rady a čas strávený kontrolou práce.

Table of Contents

Theoretical Part	7
1. Basic terms	7
1.1 Culture	7
1.2 Language	7
1.3 Language and Culture	8
1.4 Nature and Culture	8
1.5 Cultural identity	8
1.6 Cultural awareness	9
1.7 Native speaker	9
2. Teaching culture	10
2.1 The Common European Framework of Reference for Languages	11
2.2. Curriculum documents	11
2.2.1 White Paper	12
2.2.2 Framework Education Programme For Primary Education (RVPZV)	13
2.2.3. School Education Programme (ŠVP)	16
Practical Part	20
3. Research	20
3.1 Evaluation of the questionnaires for learners	22
3.2 Evaluation of the questionnaires for teachers	31
3.3 Comparison	44
3.3.1 Grades	44
3.3.2 Schools	55
3.4 Textbook analysis and evaluation	58
3.4.1 Prepare (1,2)	58
3.4.2 Project (2,3)	60
Conclusion	62
Résumé	65
Bibliography	66
Appendix	68
Annotation	210

Introduction

There are many countries in the world and each country is characterised by its own culture. By learning about cultures, we gain the knowledge about countries needed to communicate with people from different parts of the world. Not knowing a foreign culture can put us in an uncomfortable situation, so it is a good idea to have a basic understanding of a culture other than the one we grew up in.

It is important to teach learners about culture in English lessons and to have cultural awareness as part of the curriculum. In conjunction with it, the next thing which should be taken into consideration is that there are various textbooks for teaching the English language where the cultural content is presented.

The aim of this thesis is to find out how culture is taught, if it is important to teach culture, if it has a beneficial impact on learners and what is their cultural awareness.

This thesis is divided into two parts, a theoretical and a practical one. The theoretical part will consist of two main chapters. In the first chapter will be presented basic terms, such as a definition of culture or cultural awareness and cultural identity, as other terms in connection with culture. The second chapter will focus on how the topic of culture should be included in the curriculum based on how it is stated in documents such as the school and the framework curriculum.

In the practical part will be the presentation of data collected via questionnaires. There will be created two types of questionnaires. One for learners, to demonstrate their knowledge. The questionnaire will include questions such as whether they like learning about culture, what culture represents according to them, which culture they like or what are examples of British or American culture. And one for teachers, to express their opinions on teaching culture. The questionnaire will include questions such as whether they like teaching learners about culture, whether they consider it important, how often they have culture lessons, what textbooks they use, and whether they are satisfied with the presentation of the topic in them. The research will be done in two schools, in those where I had my teaching practice. After the presentation of results from responders, there will be made a comparison between grades and schools. As the last, there will be an analysis and evaluation of the textbooks which teachers use at school and that I used during my teaching practice as well. The analysis and evaluation will be done based

on the theoretical part. There will be a focus on how the cultural content is presented in those textbooks.

The whole thesis will provide an overview of the topic along with an evaluation.

Theoretical Part

1. Basic terms

1.1 Culture

The term 'culture' represents everything related to customs, institutions, achievements of a country and group or community. Culture also refers to the terms like art, music, and literature of a country or ethnic group. Moreover, this term can also include people's everyday culture, differences between men's and women's lives, what is learned at school, social customs, free time, food and many more. (Gill and Čaňková 2002)

1.2 Language

The origin of the English language dates back to 4000 BC to the border between Europe and Asia. This language has evolved very rapidly over the course of 6000 years and its evolution continues. It is now a widely used means of communication in many parts of the world. In America and Australia, it has become a native language thanks to immigrants. Although the English language is based on the Germanic language, it should be mentioned that it has also been influenced by other languages such as Latin, French, Norwegian and Greek. It can be said that, due to its constant growth, it already reflects essentially all the languages of the world.

The term English is derived from the word Anglisc, which carries the name of one of the three Germanic tribes. The tribe that invaded England in the fifth century. This language became the main language of several countries, including Australia, New Zealand, Canada, Great Britain and many of its former colonies, and the United States. At the same time is also the official language of several African countries as well, such as Liberia, Nigeria and South Africa. English is recognized as an official language in around 70 different countries.

Language as such serves as a means of communication. By presenting English as a foreign language, it becomes a common language for communication between people of different nationalities. There are currently about 6,000 languages in the world, and only ten of them are spoken by half of the world's population. English is one of the most important languages and thus dominates the top 10 languages in the world.

American pop culture, music, films, commercials and television shows have also contributed to the spread of the English language around the world. British colonialism was equally instrumental in spreading English around the world.

(Crystal 2002, Crystal 2003, Story and Childs 1997)

1.3 Language and Culture

Gill and Čaňková believe that “*Culture is a vital part of language learning and that language and culture are interlinked in many important ways.*”

Kramersch (1998) states that “*Language is closely related to the way we think, and to the way we behave and influence the behaviour of others.*”

Each country has its own culture. It represents, for example, differences in the field of cultural traditions or the way of life of people in other countries. By learning a foreign language, you actually accept the language culture of the country. (RVP ZV)

1.4 Nature and Culture

Kramersch (1998) in her publication mentions a certain contrast between culture and nature. The term ‘culture’ comes from the Latin *colere* (to cultivate) and represents something that has been grown, processed or developed. Whereas the term ‘nature’, from the Latin *nascere* (to be born), indicates what is born or is ecologically grown. Basically, what is natural. An interesting thought which is also presented in this book is that: *Are human beings mainly what nature determines them to be from birth or what culture enables them to become through socialization and schooling?*

1.5 Cultural identity

Between the language spoken by members of a social group and that group’s identity exist a natural connection. Members of the discourse community can be identified by discourse patterns accent and vocabulary. Group membership can be also defined according to common cultural practices and daily interactions. Group identity can be defined based on race which

may seem as one of the easiest ways, although there are genetic differences between members of the same race. National identity is connected with the fact of being or not a citizen.

There exists a belief about the equation between one language and one culture. However, there is the case of the individual who assumes several collective identities. In reference to the immigrant's self-concept, which in the country of origin was linked to his or her social class, political views or economic status, in a new country is overwhelmingly associated with national citizenship or religion, because that is the identity that is imposed upon him.

(Kramersch 1998)

1.6 Cultural awareness

This term describes a sensitivity within the impact of culturally-induced behaviour on language use and communication. In terms of cross-cultural awareness, this awareness is about British and American culture, under which fall life, institutions, beliefs, values, as well as everyday attitudes and feelings, but also features such as dress, gesture, facial expression, stance, and movement (Tomalin and Stempleski 1993).

In the context of cognition, it is also about recognizing cultural images and symbols, working with cultural products, examining patterns of everyday life, examining cultural behaviour, examining patterns of communication, exploring values and attitudes, and exploring and extending cultural experiences (Tomalin and Stempleski 1993).

1.7 Native speaker

The native speaker represents an abstraction of monolingualism and monoculturalism, thus it is someone who speaks its native tongue within one national culture. Kramersch (1998) states that *“It is not clear whether one is a native speaker by birth, or by education, or by virtue of being recognized and accepted as a member of a like-minded cultural group.”*

Native speakers are considered to be a natural institution of grammatical accuracy and that they have a sense of proper language use (Kramersch 1998).

2. Teaching culture

It is thought that teaching culture in a foreign language has a limitation on the transmission of information about the people of the target country, and about their general attitudes and world views. Moreover, there is an ignored fact is that a large part of what is being called 'culture' is considered to be the product of perceptions. Nevertheless, there has been a general rethinking of the role of language as social practice and there was a suggestion of new ways of looking at the teaching of language and culture. There is a link between linguistic forms and social structure which had to be established. Learning about a foreign culture requires that this culture is connected to one's own culture (Kramsch, 1993). As a result of the development of linguistics as a separate discipline, the distinction between language teaching and the teaching of literary culture has been deepened. The acquisition of language included the acquisition of skills and automatic verbal behaviour, without cultural value. Consequently, access to national literature with unique cultural value was then provided. Not only was the teaching of literature separated from the teaching of language, but also the teaching of culture, from a national perspective. The study of the land was created as a separate category. In the textbooks, English culture was included in cultural capsules, cultural notes, glossy photographs, and a series of authentic texts. The impression is given that language is seen as an intermediary for the transmission of literary or cultural knowledge. Culture is considered to be the fifth skill after speaking, listening, reading and writing. (The British Council, 1999)

Culture can be explored by literature, however, J.M. Valdes (1986) states that thanks to the advent of the audio-lingual method teaching culture through literature might be considered as a cliché. Due to ignoring television, radio, speech, song, and everyday narratives, English departments were limited to a narrow range of literary materials (The British Council, 1999).

J. M. Valdes (1986) presents some of the techniques for teaching cultural awareness such as *Projected media* (films), *The culture island* (posters, pictures), *Newspapers* (sports pages, weather reports), *Drama* (short scenes) and some more.

Using a video in teaching cross-cultural awareness enables to learners get familiar with situations far beyond their classroom. In a video can be shown for example typical British 'body language', or how Americans speak to waiters, what kind of food people eat in other countries or what they wear (Harmer, 2009).

The appendices contain literary resources for teaching culture in the classroom.

2.1 The Common European Framework of Reference for Languages

“The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture.”

Language use and the language learner’s competences

Language and cultural competencies are adapted to second language ability and contribute to intercultural awareness, skills and knowledge. They enable individuals to develop to enrich themselves with a more complex personality and enhance their linguistic development and be more open to new cultural experiences. Knowledge of the society and culture of the communities where the language is spoken is one aspect of understanding the world. However, it is very important to the language learner and deserves special attention, especially since, unlike many other aspects of knowledge, it may fall outside the realm of language skills and may be biased by preconceptions. Characteristic elements of European society and its culture may include, for example: *Everyday living, Living conditions, Impresonal relations, Values, Beliefs and Attitudes, Body language, Social conventions, and Ritual behaviour.*

(Council of Europe, 2001)

2.2. Curriculum documents

In accordance with the principles of the curriculum policy developed in the National Programme for the Development of Education in the Czech Republic (hereinafter referred to as the White Paper) and enshrined in Act No. 561/200 Coll., on early childhood education, primary, secondary, vocational education and other higher education (the Education Act), as amended, it introduces a new system of programme documentation for school education from 3 to 19 years of age in the education system. School documents are produced at two levels - state and school (see Figure 1). The state-level in the curriculum documentation system is represented by the National Education Programme and the Framework Programmes of

Education (hereinafter referred to as the FPE). The National Curriculum defines primary education as a whole. The curriculum defines the limiting frameworks of education for its different levels - pre-primary, primary and lower secondary education. The school-level represents School Education Programmes (hereinafter referred to as SEPs), with education being provided in individual schools. The National Curriculum, the Framework Programme of Education and the School Curriculum are public documents accessible to the teaching and non-teaching public.

(Framework Education Programme For Primary Education, 2017)

2.2.1 White Paper

“The document shapes the government's strategy in the field of education in the form of thought bases, general objectives and development programmes guiding the development of the education system. The strategy reflects society-wide interests and gives concrete incentives for the work of schools. At the same time, it is an open material which should be critically examined at regular intervals and revised and renewed in accordance with changes in the social situation.”¹

Primary Education

Primary education is a compulsory stage of education that forms the basis for lifelong learning for the whole population. It is therefore important to know what educational opportunities it provides, what kind of learning environment it creates, how it influences the development of each learner's personality, how it prepares them for life and cooperation with others, how it equips them for personal and professional life, and how it adapts them to today's dynamic world. Compulsory schooling is the primary period during which children of all abilities and backgrounds experience schooling in socially heterogeneous groups such as their peers. Essential interaction and irreplaceable social capital are built as a prerequisite for achieving future consensus on social, political and labour issues. Primary education is divided into levels 1 and 2. Each of these pedagogical levels has specific pedagogical objectives, different methods and forms of work, as well as problems to solve and decisions to make, which is why these documents also devote separate sections.

¹ <https://www.msmt.cz/vzdelavani/skolstvi-v-cr/bila-kniha-narodni-program-rozvoje-vzdelani-v-cr>

Lower-secondary stage of primary education

The aim of basic education at level 2 is primarily to give students the best possible foundation for general education. This means equipping them with a clear relationship to basic human values, common knowledge and practical skills that will enable them to pursue further specialised and specialised education, while developing a variety of recreational activities and not discouraging or restricting anyone from exploring new areas of knowledge and human activities. There is an emphasis on motivation to learn, mastering basic learning strategies, developing own abilities and interests, creative skills and creative problem solving, acquiring the ability to communicate effectively, cooperation and respect for the work of others, the ability to express themselves through a free, tolerant and thoughtful personality, a sensitive and perceptive relationship with people and nature, but also on the basis of knowledge and ability to actively influence situations in the right direction, on a responsible relationship with oneself and one's health, a realistic estimation of one's own ability.

(White Paper, 2001)

2.2.2 Framework Education Programme For Primary Education (RVPZV)

“The Framework Educational Programmes (FEPs) constitute a generally binding framework for the development of school educational programmes for all branches of education in pre-school, primary, primary art, language and secondary education. They were introduced into education in the Czech Republic by Act No. 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (Education Act).”²

Educational framework programmes

They are centrally processed pedagogical documents that are approved and issued by the Ministry of Education, Youth and Sports. For each subject in secondary (and primary) education, a so-called Framework Education Programme (FEP) is developed. They are based on an educational strategy, focusing on core competencies, referring to educational content, and applying knowledge and skills in practical life. Sets out the core competencies to be achieved at the end of primary education. They are based on the concept of common and lifelong learning. They determine the generally binding educational requirements that are valid for all

² <https://www.nuv.cz/t/rvp>

schools, grades and fields of education. Furthermore, on the basis of the Framework Education Programme, the educational content, expected results and curriculum are defined. They set the expected level of learning for all graduates of the individual learning stages. They define the areas of teaching, e.g. languages, science, economics, vocational education (from these areas the school creates a set of subjects) and set the minimum number of hours needed to teach them, and etcetera, there are many more principles and tendencies of the Framework Education Programme.³

Language and linguistic communication

Language and linguistic communication play an important role in the educational process. The essential signs of general maturity of a primary education graduate include, in particular, the achievement of a good level of linguistic culture. One of the aims of language teaching is to support the development of communicative competence. On the basis of these competencies, the learner acquires knowledge and skills enabling him/her to correctly perceive different linguistic messages and to understand them. Furthermore, to express themselves appropriately and effectively apply and promote the results of their cognition.

Foreign Language

Foreign languages contribute to the understanding and discovery of realities outside the sphere of experience mediated by the mother tongue. Further, they provide the basis for a living language and the prerequisites for learners to be able to communicate in an integrated Europe and in the world. Through the acquisition of foreign languages, learners get to know the differences in the way of life of people from other countries and their different cultural traditions. It increases knowledge of the importance of international understanding and tolerance and facilitates cooperation in school on international projects. The requirements for foreign language teaching developed in the Framework Education Programme For Primary Education are based on the Common European Framework of Reference for Languages, which describes different levels of foreign language proficiency. It is assumed that foreign language learning will reach level A2.

Multicultural education

Through the cross-cutting theme of multicultural education, learners learn about the diversity of different cultures, their traditions and values. Multicultural education is also related

³ <https://www.infoabsolvent.cz/Rady/Clanek/7-0-13>

to interpersonal relations at school, relations between teachers and learners, relations between learners and each other, relations between school and family, and relations between school and local community. Learners from different social and cultural backgrounds come together in the school environment, so the school should provide a climate in which everyone feels equal and where the majority of learners learn about the culture of their classmates (minorities) and vice versa. This contributes to mutual knowledge of both groups, mutual tolerance, and the elimination of hostility and prejudice. It reaches into all educational areas. It is closely linked to educational areas such as Language and Linguistic Communication, Human and Society, Information and Communication Technologies, Art and Culture, Human and Health, and Human and Nature, which mainly concerns the educational field of Geography. The links with these areas are mainly due to the themes dealing with relations between members of different nations and ethnic groups.

To the benefits of the cross-cutting theme of multicultural education belong, for example, that:

- *It provides pupils with basic knowledge about the different ethnic and cultural groups living in Czech and European society.*
- *It teaches learners to communicate and live in a group with members of different socio-cultural groups, to exercise their rights and respect the rights of others, to understand and tolerate the different interests, opinions and abilities of others.*
- *It teaches acceptance of the other as an individual with equal rights, recognising that all ethnic groups and all cultures are equal and none is superior to another.*
- *It develops the ability to recognise and tolerate the differences of other national, ethnic, religious and social groups and to cooperate with members of different socio-cultural groups.*
- *It provides knowledge of some basic concepts of multicultural terminology: culture, ethnicity, identity, discrimination, xenophobia, racism, nationality, intolerance, etc.*
- *It helps pupils to become aware of their own identity, to be themselves, to reflect on their own socio-cultural background.*
- *It teaches pupils to perceive themselves as citizens who actively participate in shaping society's relationship with minority groups.*

The thematic areas of multicultural education are based on the current situation in the school, reflecting current school events, and the current situation in society. By mutual agreement of the teachers, then the agreement of the teachers and learners, teachers and learners' legal representatives, etc., the selection and implementation of a given thematic area or topic

may be significantly influenced. Thematic areas include - Cultural differences, Human relations, Ethnicity, Multiculturalism, and The principle of social reconciliation and solidarity.

(Framework Education Programme For Primary Education, 2017)

2.2.3. School Education Programme (ŠVP)

“The school curriculum is a school document that is based on the aims of education, which are enshrined in the National Education Programme and the Framework Education Programmes (hereinafter referred to as the FEP). The school level is represented by school curricula, according to which education is carried out in individual schools. Each school develops its own curriculum according to the principles set out in the relevant Framework Education Programme, in accordance with Act No 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education.⁴ The school principal approves the curriculum and is responsible for compliance with the relevant RVP, the Czech School Inspectorate checks the implementation of the programme. The name of the curriculum is determined by the school.”⁴

Primary school Uherský Ostroh

The school curriculum is called “School for Everyone.” This school is a general school with no special focus. On the basis of the school's conditions, learners are offered non-compulsory subjects, interest groups and school clubs.

Some of the main goals of the educational programme are:

- *To create in pupils the need to show positive feelings in their behaviour, actions and experience of life situations, sensitivity and sensitive relations to people, their environment and nature (children are learned to protect the environment and cultural and social values and to empathise with the situations of others).*
- *To lead the pupils to tolerance and consideration for other people, their cultures and spiritual values, teaching them to live together with other people (children are learned*

⁴ <http://www.zs-msstrazek.cz/skolni-vzdelavaci-program/>

to appreciate cultural and historical heritage and to be sensitive to the traditions and cultural values of others).

Incorporation of cross-cutting themes

Topics across the curriculum provide opportunities for students to apply and interact with each other and contribute to their personal development, particularly in the areas of attitudes and values. Cross-cutting themes are integrated into the subjects taught.

Foreign language teaching

Learners of this school start to learn the first foreign language from the third grade. If there are more learners, they are divided into groups. The teaching of a foreign language creates the conditions for learners' future involvement in communication between peoples, both within Europe and the world. Learners are also prepared for the practical use of language and for discovering and understanding facts, outside the realm of mother tongue-mediated experiences. The teaching uses recordings on CDs, DVDs, computer programs such as nursery rhymes, poems, songs, etc. texts interpreted by native speakers.

Civic competencies are linked to this teaching and their aims are:

- *To teach learners to respect the views and customs of others (classmates, teachers, national and ethnic groups)*
- *To let learners present their own ideas and opinions in a cultured manner*
- *To hold learners responsible for their actions*

Foreign language lessons are supplemented in ninth grade by conversation lessons as an elective subject. Learners are provided with a basis for communication and learning about the life and cultural traditions and customs of other English-speaking countries. This teaching also helps learners to understand professional and foreign expressions in the Czech language. The organizational forms used in these lessons include explanations, listening, reading comprehension and reproduction of texts, interviews, computer-based tutorials and projects.

Additional information, such as time allocations, is recorded in the table included in the appendixes.

(School curriculum of the Primary School in Uherský Ostroh, 2021)

Primary school Unesco Uherské Hradiště

Characteristics and focus of the curriculum – “School - a place where I like to be.” This school is a place where learners are motivated and encouraged to be active learners. And not just encyclopedic knowledge, but important learning, problem-solving and social skills. In this school, they focus on developing the skills they need to live in 21st century Europe. The positive development of each learner's personality is underpinned by all school and extra-curricular work. These, among other things, further motivate learners to learn, to gain confidence and to promote their talents and gifts.

Foreign language teaching

According to the school curriculum, learners at this school have the opportunity to start learning their first foreign language (priority is given to the English language) as early as the first year of first grade. From sixth grade, learners have the opportunity to choose a language or science focus depending on their interests. In the study of a second foreign language, learners can choose from languages such as English, French, German, Russian or Spanish. Foreign language lessons are supplemented by conversation lessons.

Learners are able to attend above-standard preparatory language courses, where they prepare to take and pass language exams:

- *Cambridge Young Learners English Tests*
- *Diplomas de español (DELE)*
- *Österreichisches Sprachdiplom (ÖSD)*
- *Diplôme d'études en langue française (DELFL)*
- *The Test of Russian as a Foreign Language (TORFL/TRKI)*

The school organizes annual trips abroad, aimed at learning about foreign countries and improving their language skills. The most frequent trips are to Great Britain, France, Switzerland, Italy, Monaco, Germany and Austria.

The school also participates in international projects and programmes such as Erasmus, giving pupils the opportunity to travel to partner schools across Europe. ⁵

⁵ <https://www.zsunesco.cz/charakteristika-skoly.htm>

Additional information, such as time allocations, is recorded in the table included in the appendixes.

Practical Part

The practical part will be done through quantitative research. This type of research is used for the collection of quantitative data. This method is based on a questionnaire survey, from which the data and responses are subsequently processed and statistically evaluated. For effective data collection, I used both online surveys and paper surveys.

3. Research

There were created questionnaires for data collection (see Appendix). The questionnaire for learners consists of twenty-two questions, and only one of them is a multiple-choice question. However, respondents had an opportunity to express their opinions on this question as well by choosing an option of open-ended answer. The rest of the questions are open-ended. Among responders, there are 273 learners. From the lower-secondary school in Uh.Hradiště 152 of learners and from the lower-secondary school in Uh. Ostroh 121 of learners. The questionnaire for teachers consists of twenty-seven questions. All the questions are open-ended in order to enable teachers to express their opinions. Among responders, there are five teachers, one from the school in Uh. Ostroh and four from the school in Uh.Hradiště. Some questionnaires were completed in my presence (during my teaching practice), some were completed in the presence of a teacher and some were completed in the form of an online questionnaire.

The course of the research was slightly complicated by the persistence of the pandemic situation, there could have been more responses from both learners and teachers.

The results of the research will be presented in the following part. The answers of the responders will be supplemented with tables and graphs, to give a better overview of the findings.

The aims of the research are:

- To find out what learners know about British and American culture.
- To find out which culture learners prefer.

- To find out whether learners from a language primary school are better off knowledge-wise than learners from a non-language primary school.
- To find out whether teachers agree with teaching culture if they find it an important/useful part of the curriculum.
- To find out how satisfied teachers are with the presentation of the culture topic.
- To find out what topics in the field of culture teachers consider as the most important ones.
- To find out what techniques, strategies, materials, and activities teachers use to present this topic.

Hypotheses:

- Learners will have sufficient knowledge of both British and American culture.
- Learners will show a preference for British culture over American culture.
- Learners from a language lower-secondary school will have a better cultural awareness than learners from a non-language lower-secondary school.
- It can be assumed that ninth-grade learners will have the greatest cultural awareness.
- Based on textbooks and from teachers' perspectives, the most represented culture is the British one.

3.1 Evaluation of the questionnaires for learners

Learners got the questionnaire, where they should have responded to 22 questions. Most of the questions have open responses. There is only one question, where learners have a choice of options.

The results from the lower-secondary school in Uherský Ostroh will be evaluated first. Grades from six to nine were tested and each grade is divided into A and B classes.

Starting with the sixth grade. Altogether, there are 29 learners and among them are eighteen girls and eleven boys. The average age of the learners is twelve years old.

English is a favourite subject for most learners. Four of them responded that they like it half and half. The rest of them answered that they do not know or rather no. Next, the most common answer to the question of how many English-speaking countries are there was around 67 countries. Then, their task was to present some of the countries they know. Most of the responders mentioned the United Kingdom, the United States, then Canada, Australia, New Zealand and the country of India. Out of the total, only two learners have already visited an English-speaking country, namely the UK. During the visit, they noticed Buckingham Palace as a sample of cultural example. Most of the learners have not had an opportunity to speak with a native speaker yet. By one of the answers was stated a stewardess as an example of a native speaker.

One of the questions from the questionnaire focuses on what does come to the learner's mind if we say 'culture'. Most of them answered nothing or that they do not know, some of them wrote down for example foreign language, sights, feasts or theatre, cinema and museum. Overall, learners of the sixth grade like learning about the culture of foreign countries.

Information from questions about British and American culture was one of the most important for the research, to get to know what the learners know about these cultures. Learners presented examples of the British culture such as Buckingham Palace, Big Ben, English and English-speaking country, the Royal family, and the fact that it is a big country. As examples of the American culture, learners presented the USA, the White House, Simpsons, Hollywood, Las Vegas and hamburgers. Another question was if any of their classmates comes from a foreign country. In class 6.A, there was only one case with no answer and the rest of them wrote that no one. In class 6.B, most of the responders stated yes. Nevertheless, nobody knows anything about his or her culture. From the foreign cultures, learners of the sixth grade like the

American culture most. Among examples of other cultures were Korean, German, Russian and Austrian.

Then, there was researched the learner's knowledge from the field of media. The task was to present some of the examples of films or series that they know. There were mentioned examples such as Spiderman, Harry Potter, movies of the DC comics or Marvel movies (Avengers), Simpsons, Home Alone, Friends, Stranger Things, Fast and Furious and some others. In the following question, learners should present examples of music performers. Some of the responders stated that they do not know and the rest of them mentioned for example Billie Eilish, Justin Bieber, Eminem and the band Coldplay. The next question was about actors and actresses. Learners wrote down the representative of the Harry Potter, Daniel Radcliff. Then there were Johnny Depp and Emma Watson and Millie Bobby Brown. Three responses mentioned J.K. Rowling, Oscar Wilde and Tom Hutchinson as an example of writers from an English-speaking country. As an example of some other celebrities, learners presented the Queen Elisabeth II., then there was the ex-president of the United States, Donald Trump. There were given some hints in the brackets to help learners with an answer.

The next in the row is the seventh grade. There are 31 learners in this grade. Fourteen of them are girls and seventeen of them are boys. The average age of the learners is twelve years old.

As in the previous class, English is a favourite subject for most of the learners. Six of them do not like it and there were also three answers from learners that they like it half and half. From the next question was found out how many English-speaking countries according to the learners are there. There were answers in numbers like four, five, eight and also in words like a lot or almost all. The learners were also capable to name some examples of them. The United Kingdom, The USA, Canada, New Zealand, Australia and Scotland. Moreover, out of the total, only two learners have already been to an English-speaking country, specifically in the UK, as was the case with the previous class. The following question was if any of them have noticed any of the cultural examples. Anyone from those who have been there did not state any example. In this grade, nine learners had the opportunity to speak with a native speaker. Among answers, there was also an answer that he or she did not know who the native speaker is.

The next part of the questionnaire contains questions that are aimed at identifying the cultural awareness of the learners. Under the term culture, learners gave examples such as sights, history, traditions, customs, art, culture, paintings, theatre and more. Most of the learners

of this grade like to learn about the culture of other countries. Then, the learners were supposed to present some examples of things connected with the UK and the USA. Most mentioned was the Queen, then the capital city London, Big Ben and tea. By the USA learners mostly mentioned President Joe Biden, then New York, the White House, the American flag, NASA and the United States. To the question, if any of their classmates come from a foreign country most of them answered no. When there is no one in this grade who would come from a foreign country, the following question can be considered to be irrelevant. Learners even though answered that no. Likewise in the sixth grade, there are also lovers of the American culture. Those who chose the example of the other culture, they wrote down Russian, Japanese and German cultures.

As mentioned before, the last five questions from the questionnaire focus on the field of media. Here, learners presented some examples of films or series. Among the examples were for example Friends, Simpsons, Harry Potter, Fast and Furious, What if, Stranger Things, It, Riverdale, The Witcher, South Park and many others. From the music performers, learners know for example Billie Eilish, Ariana Grande, Melanie Martinez, Sia, Michael Jackson, Juice Wrld, Rick Astley, Ed Sheeran, Justin Bieber, Francis Scott and others. In the following question, learners should have presented examples of actors and actresses. Learners mentioned Tom Cruise, Tom Holland, Johnny Depp, Paul Walker, Leonardo DiCaprio, Millie Bobby Brown, Emma Watson, Rowan Atkinson and further. As an example of a writer coming from an English-speaking country, learners stated J.K. Rowling, Jeff Kinney and Erin Hunter. The questionnaire was supplemented by the question what other famous people learners know. One of the main answers was President Joe Biden, then also the ex-president Donald Trump, Queen Elisabeth II., Bill Gates and Elon Musk.

Moving on to the eighth grade. There are 28 learners overall and ten learners are represented by girls and eighteen learners represent boys. The average age of the learners is thirteen years old.

English is a favourite subject for most of the learners. Learners of this grade state that there are a lot of English-speaking countries or that English is used almost everywhere. Among their answer were also numbers such as three, five or fifteen and more. From the examples of English-speaking countries, learners stated the United Kingdom, the USA, Canada, Australia, New Zealand and Ireland. From the whole grade, only two of the learners have already visited an English-speaking country, the UK and Canada. During their visit they have spotted cultural examples such as the Buckingham Palace, people driving here on the left side, steering wheels

in cars on the other side and Halloween. Only a few of the learners have had the opportunity to speak with a native speaker.

The following questions find out what the learners know about mainly British and American culture but also about culture overall. Under the term, the United Kingdom learners stated for example the Queen, history, castles, theatres, churches, traditions, customs, fashion and furthermore. Most of the learners like to learn about other cultures. Then, learners again presented examples from both of these cultures. Under the term, the United States learners stated for example the ex-president Donald Trump, Joe Biden, The Statue of Liberty, The White House, the Twin Towers, the American flag and hamburgers. There is no one among the learners who comes from a foreign country. In this case, the following question from the questionnaire is irrelevant.

Learners of this grade like the American culture more than others. Examples from the option of a different culture, learners stated cultures such as Chinese, Spanish, Egyptian, Russian and Peruvian.

The last part of the questionnaire focuses on the field of media. From the film and series examples, among responses were mentioned Simpsons, Stranger Things, Harry Potter, James Bond, Avengers, Deadpool, Riverdale, Friends and many more. Then the learners should have presented some of the music performers. There were answers such as Adele, Ariana Grande, Tavis Scott, Eminem, Harry Styles, Bryan Adams and so on. The learners should have also written down representatives of the actors and actresses. They mentioned for example Leonardo Dicaprio, Brad Pitt, Tom Holland, Millie Bobby Brown, Emma Watson, Chris Evans and some others. From the examples of any of the writers from the English-speaking countries, was J.K. Rowling mentioned the most. The second example was Jacqueline Wilson. The last question of the questionnaire was giving the learners a space to write any other personalities that they know. They presented personalities such as Joe Biden, Donald Trump, Barack Obama, The Queen Elisabeth II., Michael Jordan, Lebron James, and furthermore.

Lastly graded answers from this school are from the ninth grade. There are 33 learners and seventeen of them are girls and sixteen from them are boys. The average age of these learners is fourteen years old.

For most of the learners is English a favourite subject. By the next question, almost all answered the same. The great majority think that there are 67 English-speaking countries. As follows, they were supposed to list some of them. Among the examples, there were countries

such as the United Kingdom, the USA, Canada, Australia, New Zealand, Ireland, the Republic of South Africa and many more. There is only one learner from this grade who has ever been to an English-speaking country and specifically visited Wales. On the occasion of the visit were noticed some of the cultural examples such as dance or food. At least eleven of the learners had the opportunity to speak with a native speaker.

In the following section, the questions were explicitly focused on culture. First of all, the learners wrote down what do they imagine under the term culture. There were responses such as sights, history, traditions, customs, theatre and some other things. Most of the learners like to learn about different cultures. Moreover, the learners had a task to list some examples in connection with the UK and the USA. By the UK, there were examples like London, tea, the Queen, Buckingham Palace, English, London Eye, Big Ben, Tower Bridge and further. Examples connected to the USA were for example 50 states, The Statue of Liberty, New York, Hollywood, the White House, Washington D.C. and many more. Next in this section, there was also the question aimed to find out if there is anyone of a different culture. Most of the responders answered yes but only a few of them know something about the learner's culture. Furthermore, American culture wins in popularity in this grade as well. Among examples of some other cultures were mentioned cultures such as Japanese, German and Slovakian.

The last section of the questionnaire focuses on the field of the media world. First of all, in this section, learners were supposed to present some examples of films or series from English-speaking countries. The learners mentioned Stranger Things, Riverdale, Simpsons, Pirates of the Caribbean, Harry Potter, Sex Education, Friends and other examples. In the next questions, learners should have listed some examples of the music performers. There were Harry Styles, Eminem, Lady Gaga, Billie Eilish, Selena Gomez and some more written down. Then, the learners presented some of the representatives of actors and actresses. Among the examples were Emma Watson, Tom Holland, Jennifer Aniston, Johnny Depp, Angelina Jolie, Brad Pitt and many more mentioned. In the penultimate question, learners should have mentioned some of the writers. There were written down names such as J.K. Rowling, Jeff Kinney, Kiera Cass, Charles Dickens, Rachel Renné Russel and Anna Todd. Lastly, learners should have given some other examples of people that they know. Among answers were names such as Crosby, Usain Bolt, Messi, The Queen Elisabeth II., Donald Trump, Joe Biden and many more.

Secondly, the results from the lower-secondary school in Uherské Hradiště will be evaluated. As well as by the previous one, grades from six to nine were tested and each grade is divided into A and B classes.

Starting with the sixth grade. Altogether, there are 53 learners and among them are 32 girls and 21 boys. The average age of the learners is twelve years old.

In this grade, learners consider English as a favourite subject half-and-half. According to the learners, there are 43 English-speaking countries in average. Learners stated a lot of different numbers. Most often answers in numbers were 3,4, 5, 6, 18, 20, 30 and in words 'a lot'. Among examples of English-speaking countries, learners stated mostly the United Kingdom, the United States, Canada, Australia, India and Africa. From 53 learners have nine learners already visited some English-speaking country. They were in the UK, the USA and in Africa. Some of them had experienced with some of the cultural examples, such as Big Ben, architecture, fashion, food and music. Only two learners have had the opportunity to speak with a native speaker.

Moving on to questions that focus more on the topic of culture. Learners understand under the term culture mostly sights, food, fashion, traditions, custom, museum, architecture and some others. Moreover, most of the learners of this grade like to learn about culture. Speaking about the UK, most of the learners stated in connection with this country the Queen, London, Big Ben, Double-Decker Buses, black tea with milk, Great Britain, a state, Brexit and others. When it comes to the USA, among learners' responses there were for example Joe Biden, Donald Trump, the USA, famous people, hamburgers, shops, Halloween and many more. Then, learners were asked, if there is any from their classmates of a different culture. Almost all of the learners answered yes. There were only two negative responses from the class 6B. From 53 learners, 44 learners know something about the culture of the foreign classmate. Furthermore, among learners, the American culture is the favourite one. Nevertheless, most of the learners stated that they like some different culture besides the options but did to state an example of which one.

Lastly, the media section provides examples of films and series, music artists, actors and actresses, writers and some other famous people. From films and series, learners know for example Simpsons, Harry Potter, James Bond, Friends, Stranger Things, Home Alone, Fast and Furious and more. From music artists, learners stated Lady Gaga, Billie Eilish, Ariana Grande, Travis Scott, One Direction and many more. Among examples of actors and actresses, there

were Emma Watson, Millie Bobby Brown, Johnny Depp, Dwayne Johnson, Tom Holland and some others. The most stated example of a writer was J. K. Rowling. Among examples of some other well-known people, learners responded mostly Donald Trump, Joe Biden The Queen Elisabeth II., and there were some other examples.

The next grade in the row is the seventh. In this grade, there are 41 learners. From this number, 23 learners are girls, and 18 learners are boys. The average age of this grade is twelve years old.

English is a favourite subject for most of them but there are also some of them who do not like it. According to learners, there are a lot of English-speaking countries. Among the responses were answers such as 5, 6,7,30 and some other numbers. As examples of English-speaking countries the learners stated mostly the United Kingdom, the United States, Australia, Canada, Ireland, Scotland and New Zealand. Five of the learners have been to some of the English- speaking countries. Those visited the UK, the USA and Canada. None of them stated any example of some cultural example in the following question. Almost all of the learners have spoken with a native speaker, there was only one answer stating no.

The minority of the learners like to learn about different cultures. For the learners from this grade, culture represents for example food, customs, traditions, sights, history, people and more. When it comes to two main English-speaking countries, in the connection with the UK learners stated London, the Royal Family, the Queen, tea, rain, cold, English and some others. In the connection with the USA, learners stated for example celebrities, doughnuts, (fast) food, Donald Trump, the White House, the American flag, the Statue of Liberty and some others. The number of 29 learners think that they have a classmate from a foreign country, the rest of them do not think so. In the following question, from 43 learners, 36 stated that they know something from the learner's foreign culture. By the question of a favourite foreign culture is a draw. Fifteen votes for the British one as well as for the American one. The rest of the responders stated they do not like any or they like some different, but then did not state which one.

Later on, learners were supposed to give some of the example's of films and series. Among the responses, there were Harry Potter, Friends, Simpsons, Stranger Things, Pirates of the Caribbean and some other examples. In the following question, from music artists learners presented Billie Eilish, Ariana Grande, Imagine Dragons, Ed Sheeran, Justin Bieber, Michael Jackson and many more. As the examples of the actors and actresses, responders stated Johnny Depp, Jennifer Aniston, Milli Bobby Brown, Tom Holland, Tom Hanks, Tom Hardy, and some

more. From the examples of writers, mostly stated was J.K. Rowling, then there were mentioned Stephen King or David Williams. Among examples of the other well-known people, there were names presented such as Joe Biden, Donald Trump, Barack Obama, the Queen Elisabeth II., Abraham Lincoln, Michael Jordan and more.

Moving on to the eighth grade. There are 43 learners overall and ten learners are represented by 19 girls and 23 learners represent boys. One of the responders did not want to mention it. The average age of the learners is thirteen years old.

By the question, if English is their favourite subject, 22 learners answered yes, 19 learners stated no and two of them said that it depends. According to learners from his grade, there are around 4, 5, 15, 20, 30 of English-speaking countries. Four of the responses stated that there is a lot of them. Among examples of some of them, learners mostly mentioned the United Kingdom, the USA, Canada, Australia, New Zealand and Ireland. Ten learners have visited an English-speaking country and all of them have been to the UK. In the following question, they presented some of the cultural examples they observed during their visit. Examples such as sights, religion, specific houses, different currency, dance, tea with milk and wearing shoes at home. From this grade, 40 learners have had the opportunity to speak with a native speaker.

For learners of the eighth grade, culture represents for example art, food, language, literature, customs and sights. Most learners like to learn about culture. In the next questions, in connection with the UK, learners stated examples such as Double-Decker Buses, Tea, English, London, the Queen, the Royal family and some others. By the USA they stated for example the Statue of Liberty, the American flag, Joe Biden, Donald Trump, Barack Obama, obesity and some more. From 43 learners, 29 think that they have a classmate from a foreign country. The rest of them do not think so or do not know. There are five learners that know something about that classmate's culture. Learners of this grade like the American culture the most. Five of the learners responded, that they like other cultures as a stated option, but they did not specify which one. Three of them do not like any.

The last section of questions concentrates on media. From examples of films and series, learners stated Summer Camp, Stranger Things, Harry Potter, The Big Bang Theory, After, Spiderman, Riverdale, Friends and many more. Among music artists' responses, there were names such as Adele, Justin Bieber, Billie Eilish, Ed Sheeran, Lady Gaga, Harry Styles and some others. As examples of actors and actresses, learners presented Johnny Depp, Jennifer Aniston, Tom Hanks, Leonardo DiCaprio, Tom Holland, Emma Watson and many more. For

examples of writers, learners mostly responded J. K. Rowling, then David Williams, Charles Dickens, William Shakespeare or George Orwell. By the last question, learners presented other well-known people such as Queen Elisabeth II., Michael Jordan, Donald Trump, Barack Obama or Boris Johnson.

The last evaluated grade of this school is the ninth. Overall, this grade has 38 learners and from this number, there are 18 girls and 17 boys. One of the learners is not sure about their gender and there are two learners that are nonbinary. The average age of learners is fourteen years old.

English is a favourite subject for the majority of the learners of this grade. In the following question, learners stated numbers of English-speaking countries such as 4, 6, 7, 10, 70 or a general answer 'a lot'. As follows, they were supposed to list some of them. Among the examples, there were countries such as the United Kingdom, the USA, Canada, Australia, New Zealand, Ireland, the Republic of South Africa and some more. From the number of 38 learners, eleven learners have ever been to an English-speaking country and specifically visited the UK, the USA and Canada. On the occasion of the visit were noticed some of the cultural examples such as Big Ben, Double-Decker Buses, Red Telephone Boxes, sights, food, cities, colour of skin or Houses of Bricks. All of them had the opportunity to speak with a native speaker.

In the following section, where questions were explicitly focused on culture. Firstly, learners wrote down what they imagine under the term 'culture'. There were responses such as sights, history, traditions, customs, fashion, food and some other things. Most of the learners like to learn about different cultures. Moreover, the learners had a task to list some examples in connection with the UK and the USA. By the UK, there were examples such as the Queen, the Royal family, Big Ben, Double-Decker Bus, black tea with milk, English breakfast, rain and further. Examples connected to the USA were for example American flag, Donald Trump, Joe Biden, NY, Las Vegas, McDonald's, Hot Dogs and many more. Next in this section, there was the question if there is anyone of a different culture. Some of the responders answered yes and there are some of them that know something about the learner's culture. Furthermore, American culture wins in popularity in this grade as well. Some of the learners stated that they do not like any culture or like some different one but there were no examples of any of them.

From the last section of the field of the media world. First, in this section, learners were supposed to present some examples of films or series from English-speaking countries. The learners mentioned Riverdale, Simpsons, Harry Potter, Friends, The Witcher, The Vampire

Diaries, The Kissing Booth and other examples. In the next questions, learners should have listed some examples of the music performers. There were Harry Styles, Justin Bieber, Liam Payne, Katy Perry Selena Gomez, Ariana Grande and some more written down. Then, the learners presented some of the representatives of actors and actresses. Among the examples were Emma Watson, Tom Holland, Leonardo DiCaprio, Brad Pitt, Jennifer Aniston, Meghan Fox and many more mentioned. In the penultimate question, learners should have mentioned some of the writers. There were written down names such as J.K. Rowling, Anna Todd, William Shakespeare, J.R.R. Tolkien, Stephen King and some others. Lastly, learners presented some other examples of people that they know. Among answers were names such as Donald Trump, Joe Biden, the Queen Elisabeth II., Harry Kane, Barack Obama and many more.

In accordance with the evaluation of the questionnaires, for some questions the learners did not give any answer or wrote that they do not know.

All responders' answers from each grade are depicted in the graphs (Appendix).

3.2 Evaluation of the questionnaires for teachers

Teachers got the questionnaire, where they should have responded to 28 questions about the topic 'Culture'. All the questions have open responses.

This evaluation presents the responses of five teachers. The questionnaire begins with basic information. These are indicated in the first three questions.

Among responders, there are four teachers from the primary school Unesco in Uh.Hradiště, and there is one teacher from the primary school in Uh.Ostroh. Only one of the five teachers is a man and he is a native speaker. The average age is 49 years old.

Figure I.

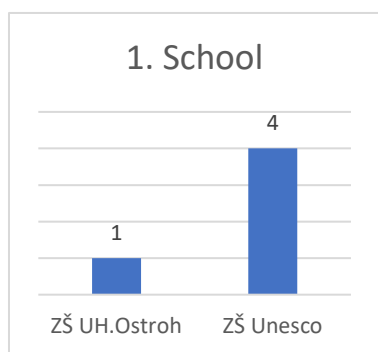


Figure II.

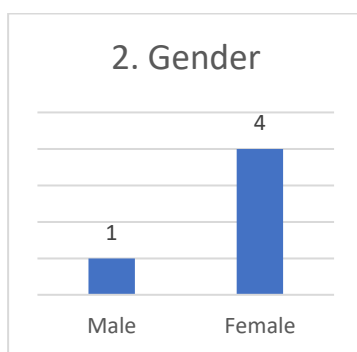
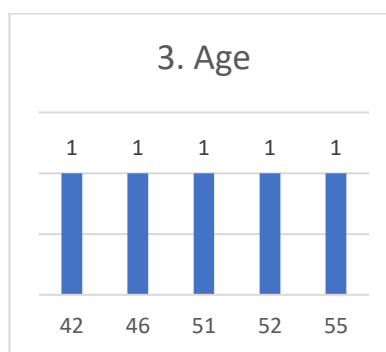


Figure III.



Moreover, the fourth question investigates how long each teacher has been teaching the English language. Altogether have been teaching English for fifteen years on average. Individual responses can be seen in the following graph.

Figure IV.



In the next question, teachers were supposed to state which form the English-speaking countries they have visited. They have already been for example in the United Kingdom, the United States, Canada and Malta. From the below examples in a graph, the UK was the most visited one, they all have been there.

Figure V.



The sixth question investigates if teachers are interested in culture. From these teachers, there are three who are interested in culture. However, in the following question, teachers present cultures that they like. Two of them stated that they like the Czech culture. Then, there were other favourite cultures such as the British, American, Spanish and Italian. One of them stated that he or she likes any form of culture that improves his or her knowledge and one another that he or she likes mostly European culture, then the culture of North America and Western culture.

Figure VI.

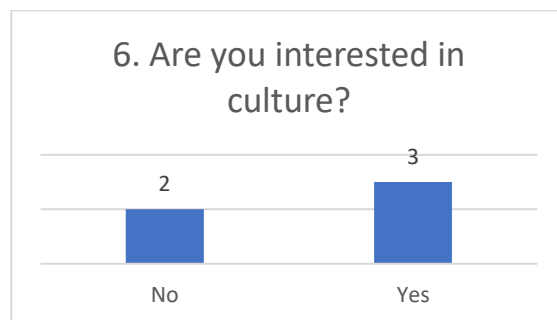
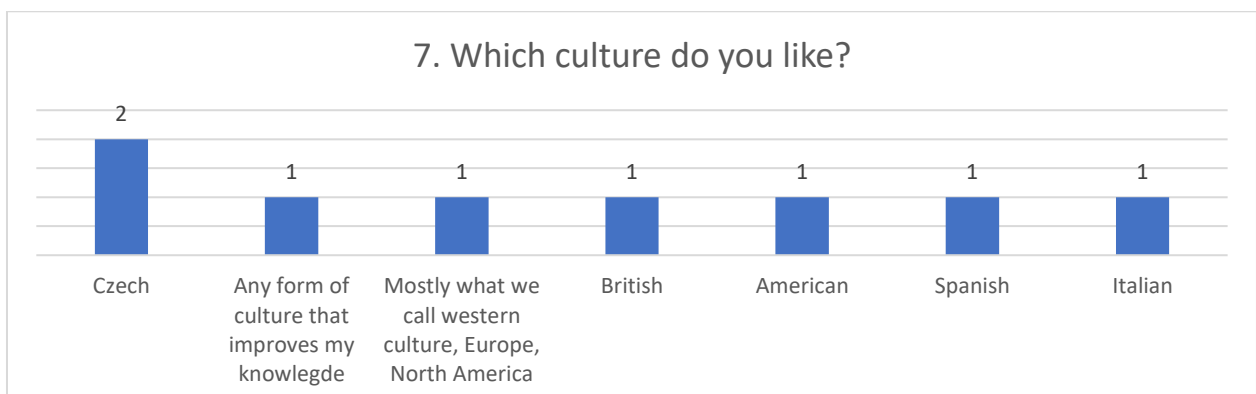
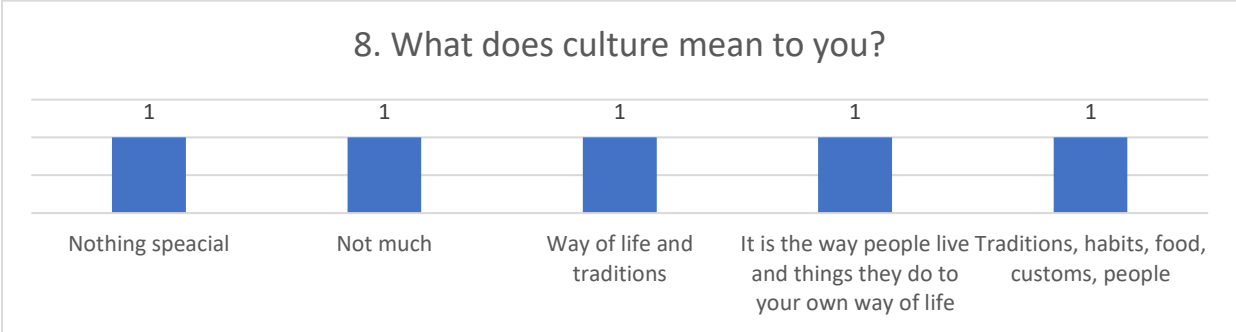


Figure VII.



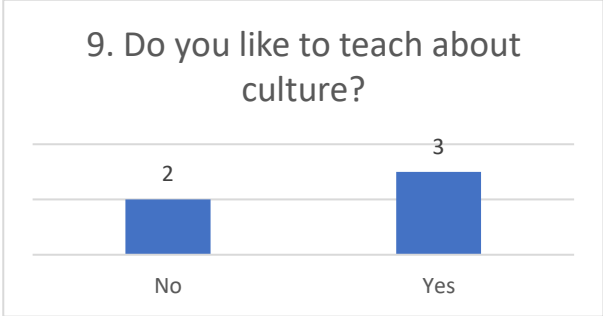
In question number eight, teachers were also asked to state what the term 'culture' means to them. According to them, it represents the way of life, traditions, habits, food, customs and people.

Figure VIII.



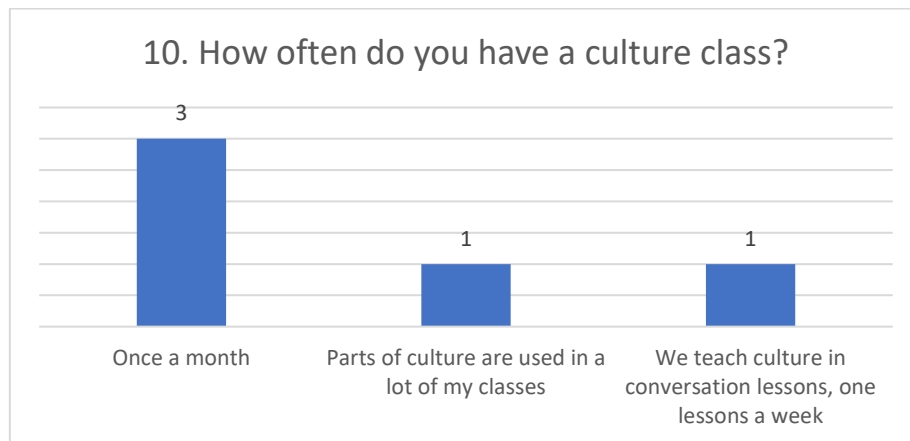
Furthermore, the following questions focus more on the school environment rather than personal opinions, information or experience. This section starts with the question if teachers like to teach about culture and three of five answered positively.

Figure IX.



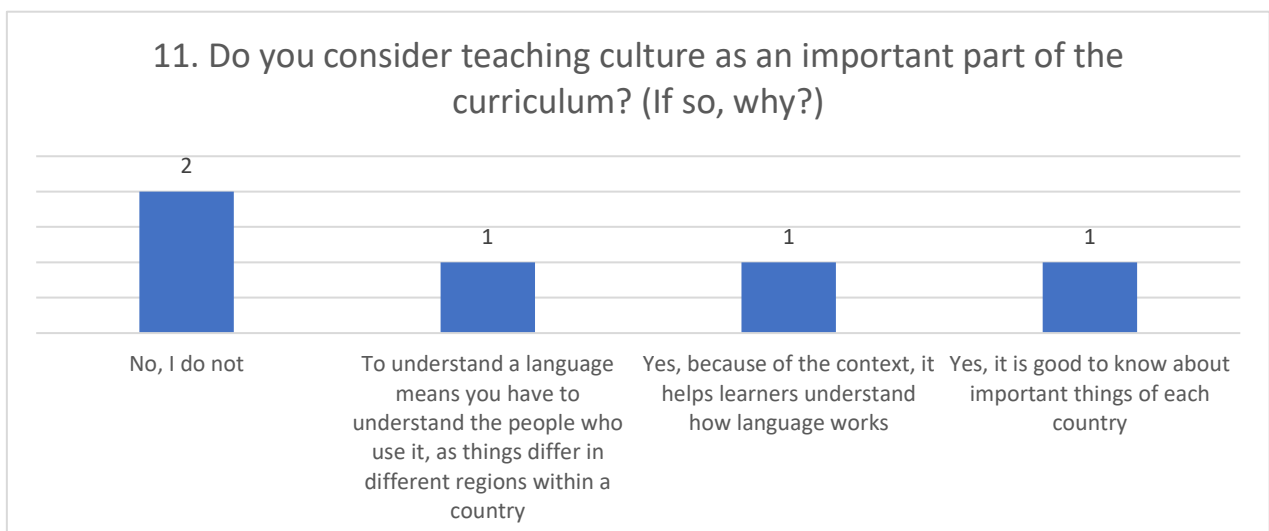
The following question investigates how often there are culture classes at school. In both schools, there is a culture class at least once a month. One teacher from the Unesco School states that they teach culture in conversation lessons, which are once a week. One of them also adds that there are parts of culture used in a lot of his or her classes.

Figure X.



Nevertheless, in question number eleven, teachers were asked if they consider teaching culture as an important part of the curriculum. Two of them responded that they do not. The other three have different points of view. It is important because of the context, that it helps learners understand how language works. Then, it is good to know about important things of each country. And lastly, to understand a language means to have to understand the people who use it, as things differ in different regions within a country.

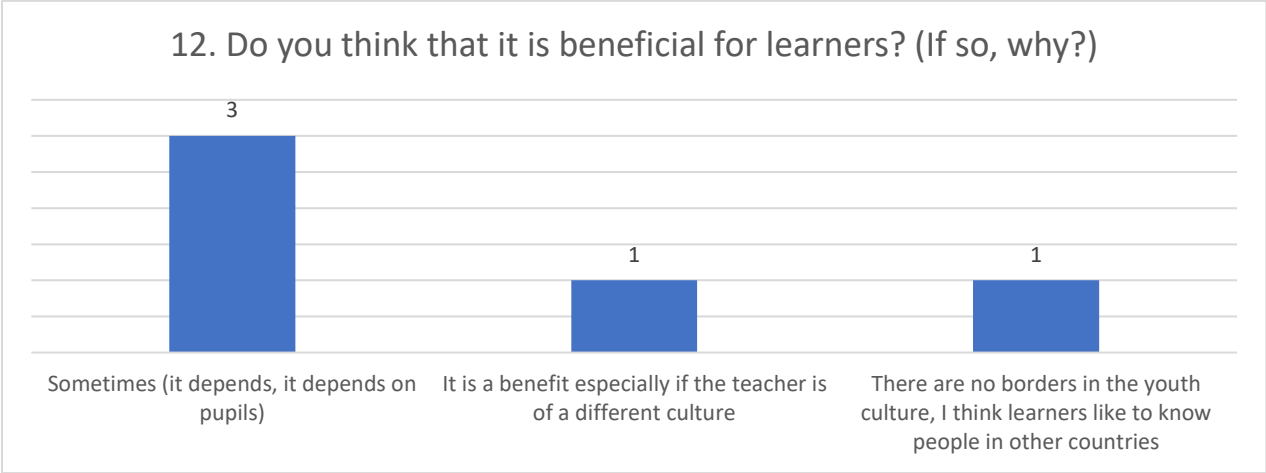
Figure XI.



According to teachers, presenting culture seems to be beneficial for learners. Most of them stated that it depends, especially on learners, but it is a benefit especially if the teacher is

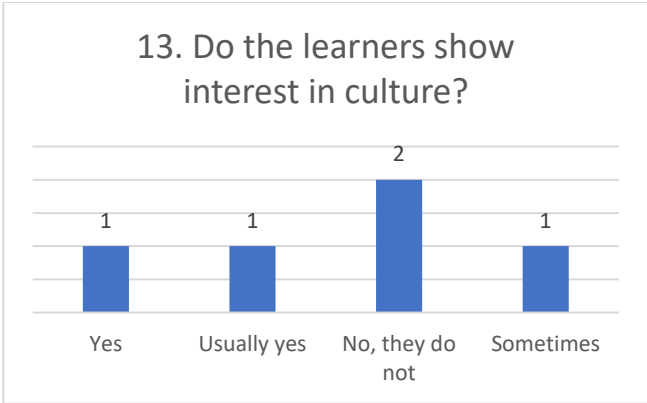
of a different culture. One of them believes that learners like to know people in other countries and that there are no borders in the youth culture.

Figure XII.



In question number thirteen, teachers were supposed to say their opinion on whether the learners show any interest in culture. Two of the responders answered they do not and the rest of them stated that learners usually or rather sometimes show an interest.

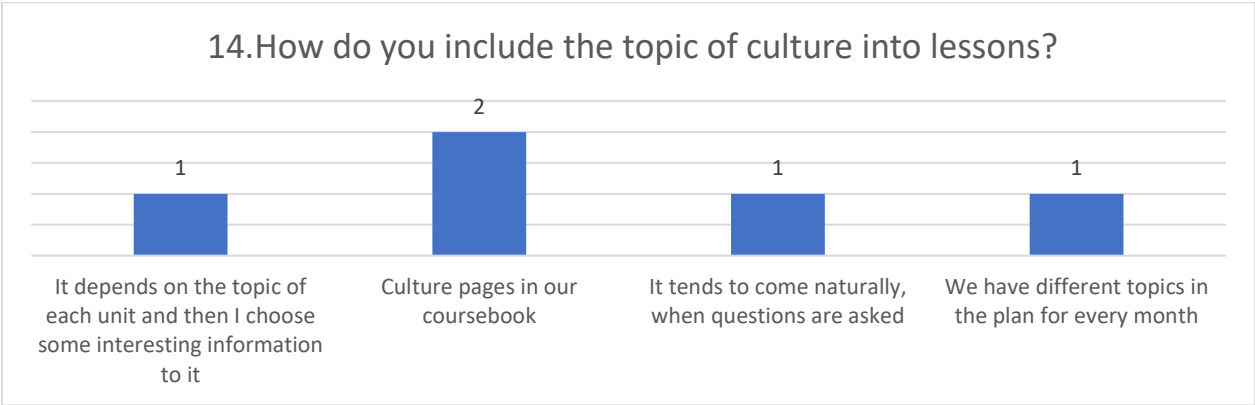
Figure XIII.



The next question was supposed to find out how teachers include the topic of culture in their lessons. Two of the teachers use in their lessons a coursebook where culture pages can be

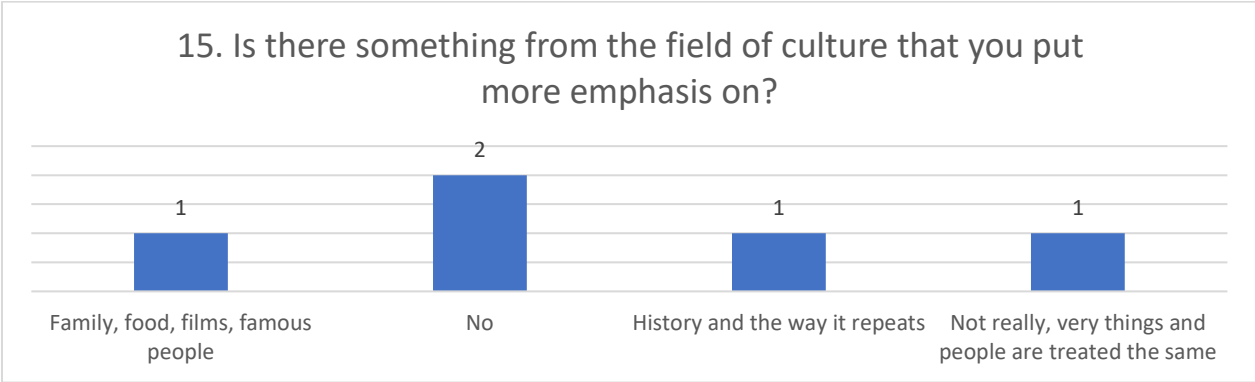
found. Then, it depends on the topic of each unit and some interesting information is added to it. There was also an answer that it tends to come naturally when questions are asked and that according to plan, there are different topics for every month.

Figure XIV.



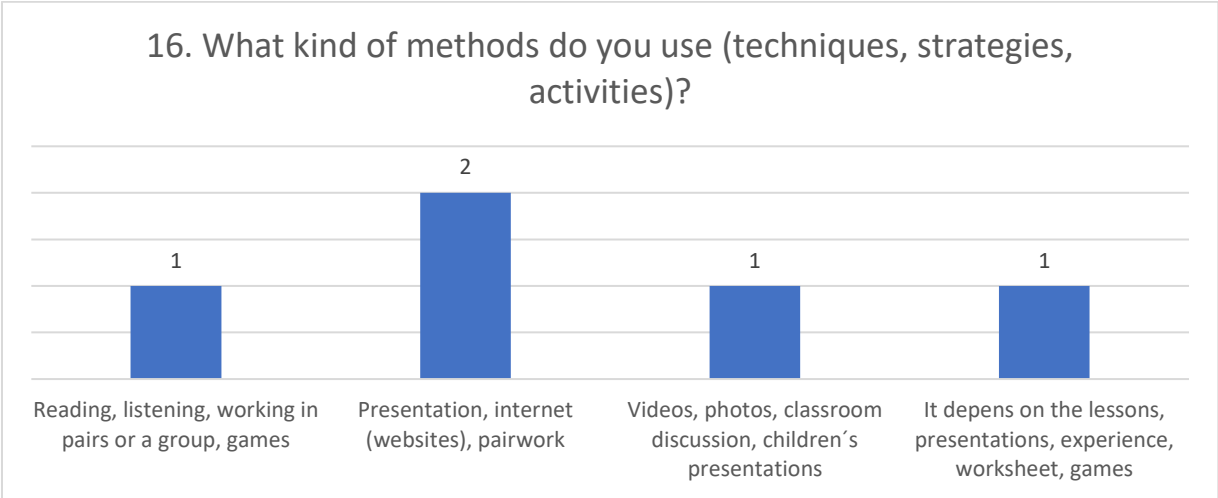
The intention of question fifteen was to find out if there is something from the field of culture that teachers put more emphasis on. Two responders stated that they do not put more emphasis on anything particular from the field of culture and one more added to it that very things and people are treated the same. The other two put more emphasis for example on history, family, food, films and famous people.

Figure XV.



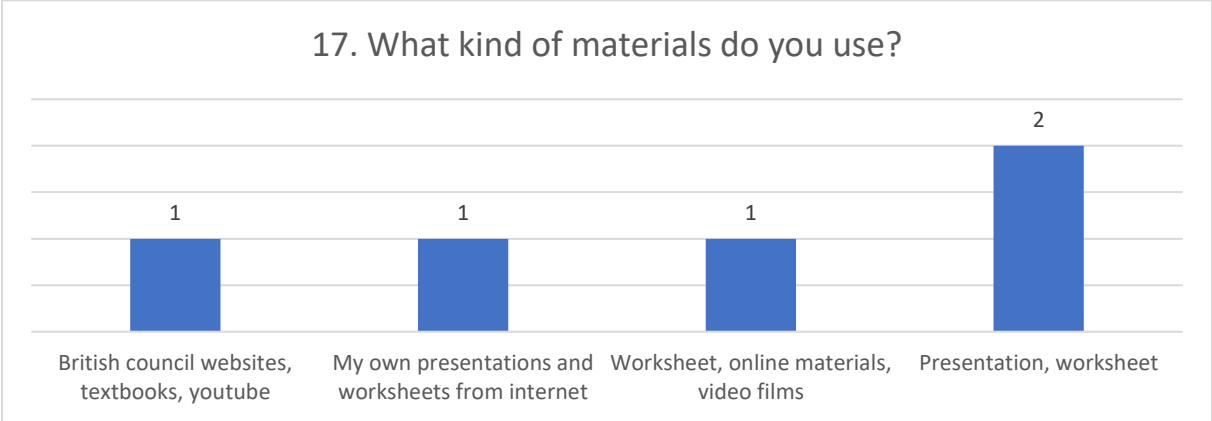
The aim of question sixteen was to find out what kind of methods teachers use in connection with teaching culture. Most of them use PowerPoint presentations, prepared either on their part or on the part of the learners. Then, look for inspiration on the internet (websites). Some reading and listening exercises are used as well as videos and photos. Sometimes some worksheets are prepared, and games are played. There is also pair or group work, a classroom discussion and experience sharing.

Figure XVI.



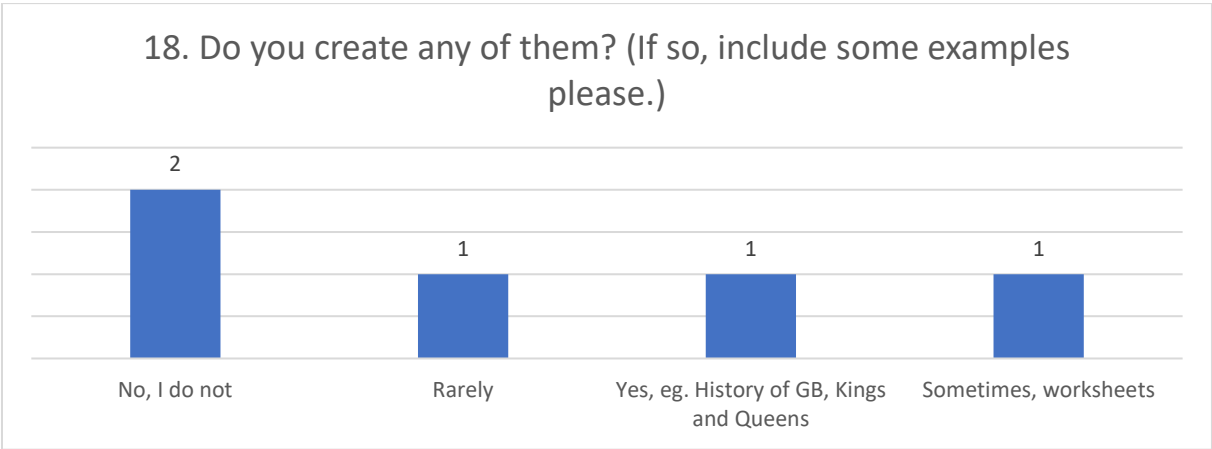
In the following question, teachers should have stated some examples of materials that they use during lessons. It is similar to answers to the previous question. Teachers use presentations, worksheets, online materials, websites, video films, YouTube and textbooks.

Figure XVII.



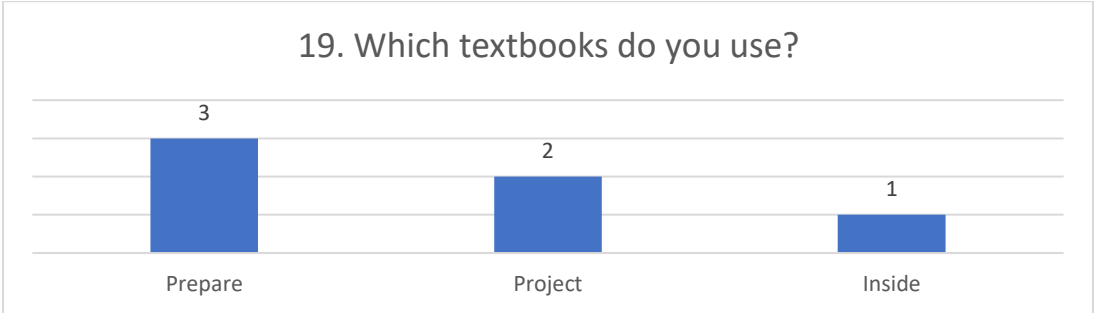
Further, in question number eighteen, teachers were asked if they create any of the material that is used in their lessons. One of the three responders answered that he or she rarely prepares any materials and the rest two of them stated that they do not prepare any. Positive answers were stated by two teachers and one of them sometimes prepares their own worksheets and the other its own presentations, for example on some topics from history.

Figure XVIII.



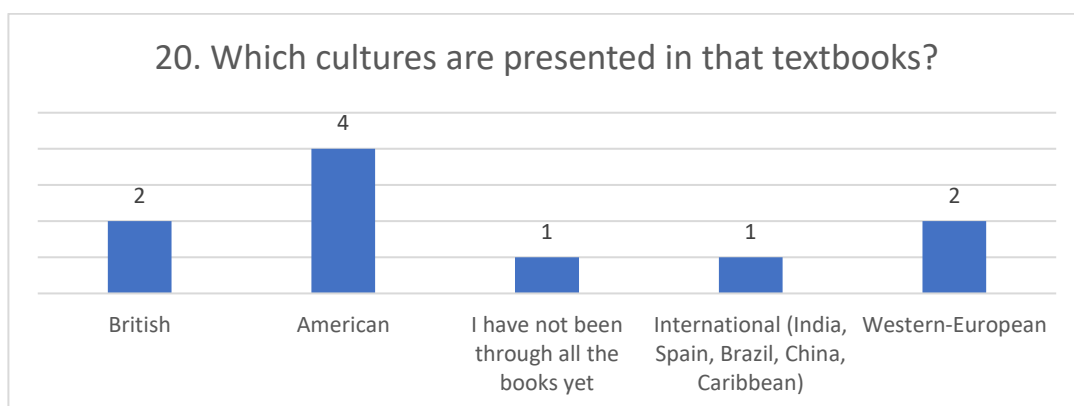
Next, by question number nineteen, teachers were asked to say what kind of textbook they use. Only one of them states that uses the textbook 'Inside'. Then, two of the teachers use the textbook 'Project' and three of the teachers use the textbook 'Prepare'.

Figure XIX.



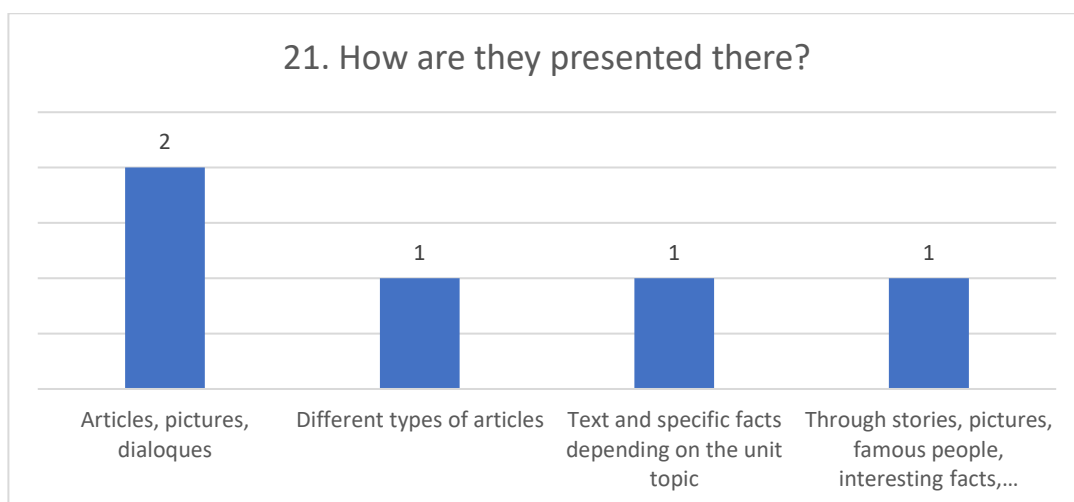
Question number twelve surveys which cultures are presented in textbooks that are used by the teachers. According to teachers, the most presented culture in those textbooks is the American one. Then the British culture and the Western-European culture follow. In one of the answers was stated that there are presented international cultures such as Indian, Spanish, Brazilian, Chinese or Caribbean. One of the teachers answered that has not been through all the textbooks yet.

Figure XX.



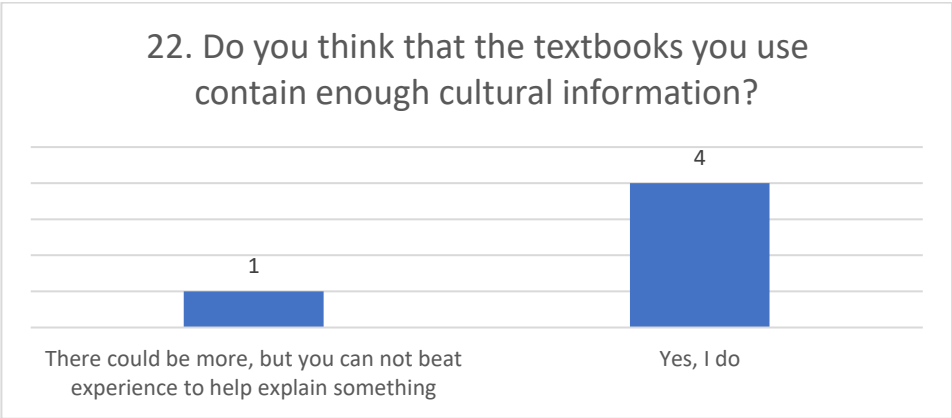
The following question deals with how cultures are presented in textbooks. Teachers answered that cultures are presented there via different types of articles, dialogues, pictures, stories, famous people, interesting facts, texts and specific facts depending on the unit topic.

Figure XXI.



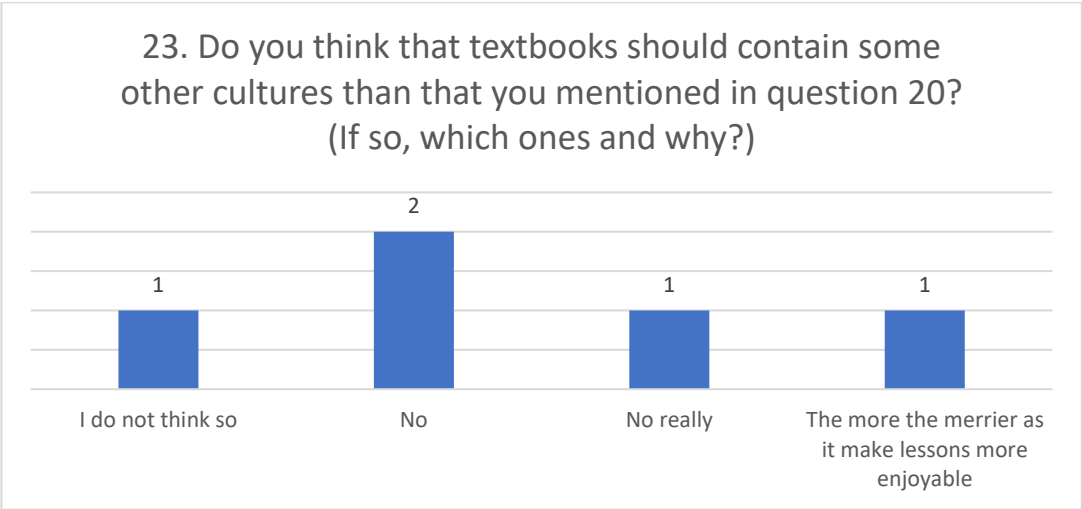
In the next question in a row, teachers were asked to comment on if there is enough cultural information presented in textbooks. According to most of them, textbooks contain enough information in connection with this topic. One of them is of a different opinion. He/She states that there could be more information, but also that experience used to help explain something cannot be beaten.

Figure XXII.



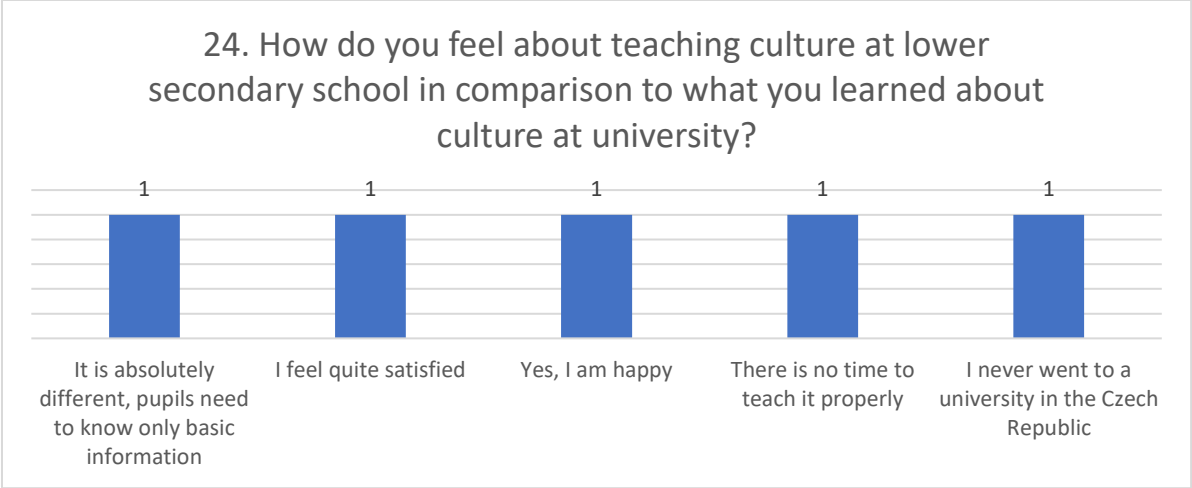
Question number twenty-three surveys if teachers think that textbooks should contain some other cultures than what they have already mentioned in question number twenty. Most of them have the same opinion and based on their answers there is no need for other cultures. However, one of them states that the more the merrier as it makes lessons more enjoyable.

Figure XXIII.



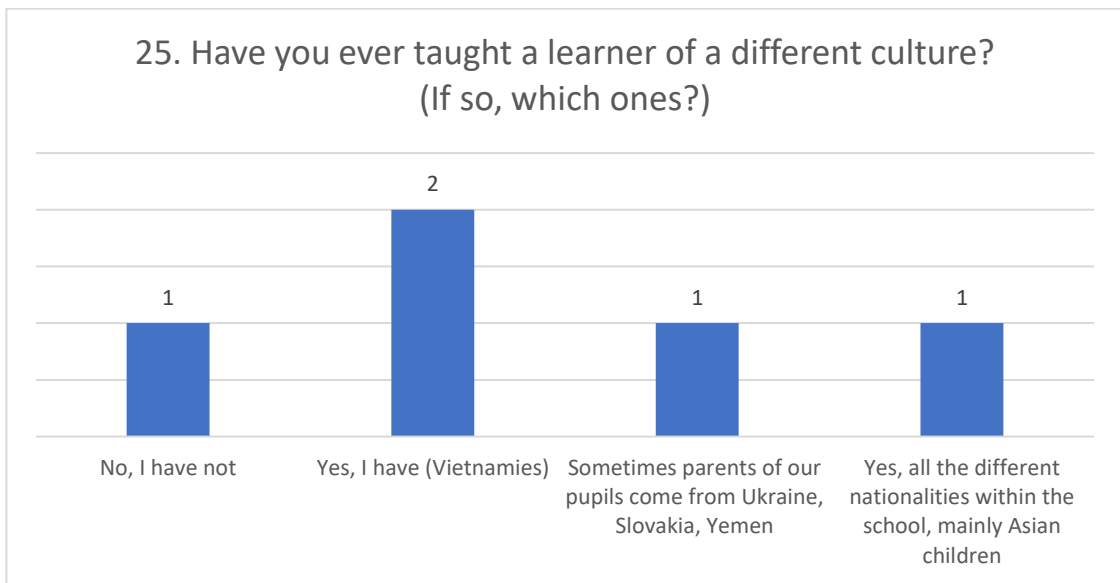
The intention of this question is to find out how teachers feel about teaching culture at lower secondary schools in comparison to what they learned about the culture at university. Each teacher presents a different answer. The first stated that it is absolutely different, learners need to know only basic information. According to the second, there is no time to teach it properly. Then, the third responded that he/she feels quite satisfied with it. The fourth answered positively and that he/she is happy about it. And lastly, the fifth has no experience with a university in the Czech Republic.

Figure XXIV.



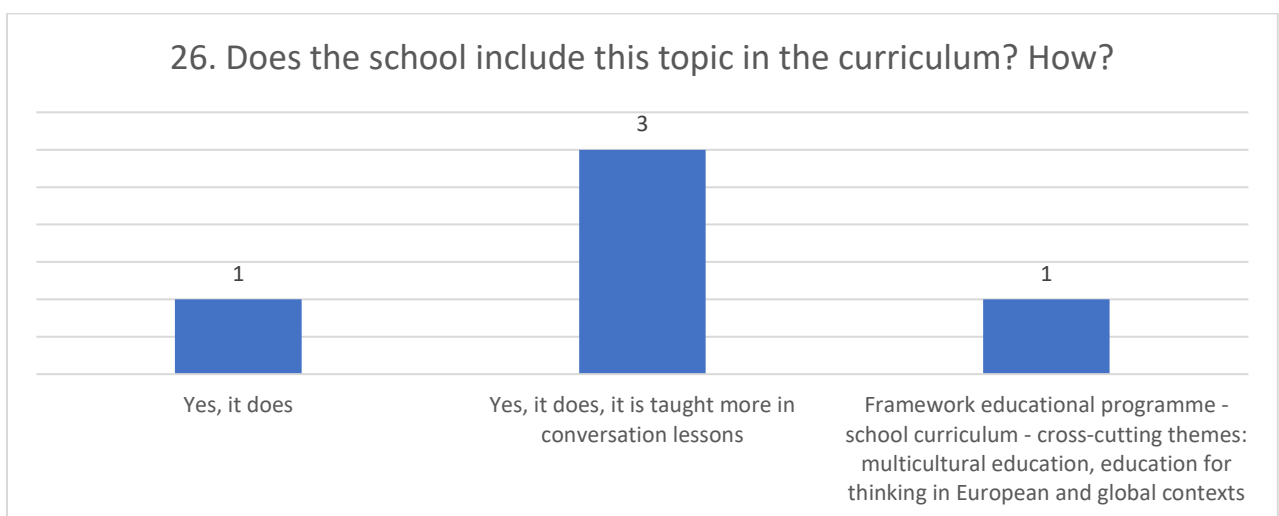
Question number twenty-five focuses on the teachers’ experience of teaching a learner of a different culture. One of the responders stated that there are some learners whose parents come from for example Slovakia, Ukraine and Yemen. Another one said that he/she has experienced with all the different nationalities within the school, but mainly with Asian children. Then, two of the teachers answered that they have taught Vietnamese. Only one of them has not yet had the opportunity to have this experience.

Figure XXV.



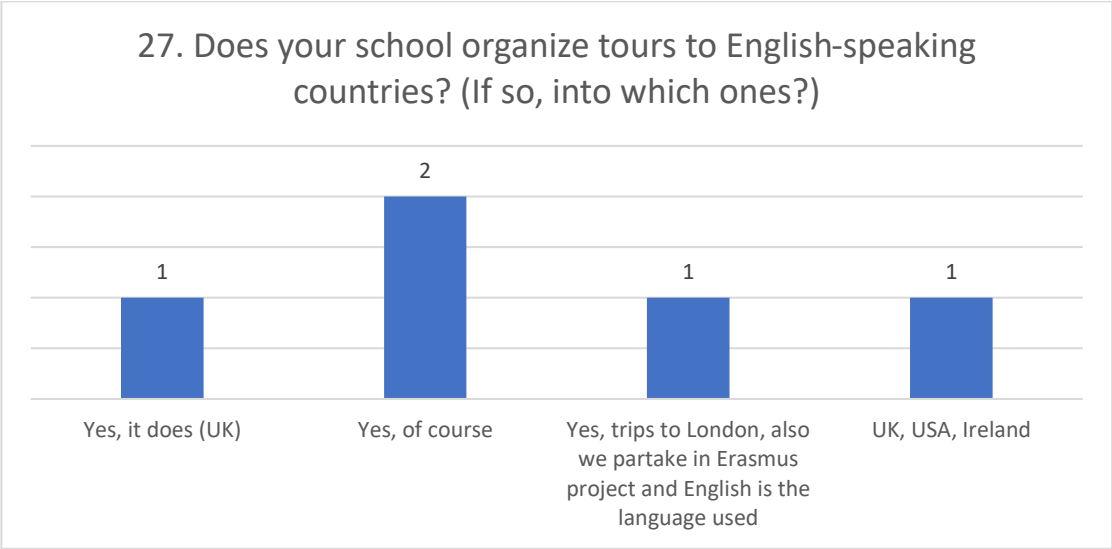
The penultimate question deals with the question if the school includes the topic of culture in the curriculum and also how. The responders stated that this topic is included in the curriculum of their school. Some of them add that this topic is more taught in conversation lessons. One of the teachers also refers to the Framework Educational Programme, School Curriculum, and Cross-Cultural Themes, where multicultural education and education for thinking in European and global contexts are included.

Figure XXVI.



The last question of this questionnaire asks the teachers if their school organizes tours to some English-speaking countries. Both schools organize tours abroad and for example to the USA, the UK and Ireland. Among other things, the primary school Unesco takes part in the Erasmus project.

Figure XXVII.



3.3 Comparison

3.3.1 Grades

This chapter presents a comparison of grades based on results from questionnaires, from the third (first and second are included in tables) to the last question of the questionnaire.

3. Age

The table below shows the average age of learners in each grade from each school. The age match is for learners in the sixth and ninth grades. For the seventh grade of Primary School Uh. Ostroh, the average age of learners is one year older. The opposite is true for eighth-graders.

Table I.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth

ZŠ UNESCO Uh. Hradiště	12	12	13	14
ZŠ Uh. Ostroh	12	13	12	14

4. Gender

Here, the table shows the gender representation. As can be seen, only in the ninth grade of the UNESCO school, women predominate. At the school in Ostroh, we can say that there is more balance. There are two grades where there are more women and two grades where there are more men.

Table II.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	27 M	21 M	23 M	18 F
ZŠ Uh. Ostroh	18 F	17 M	18 M	17 F

5. Is English one of your favourite subjects?

This table shows the numbers of how many learners in each grade find English their favourite subject. Firstly, at the UNESCO school, from 53 learners of the sixth grade 27 like English. From 41 learners of the seventh grade 28 like English. Then, from 43 learners of the eighth grade 23 like English. And from 38 learners of the ninth grade 23 like English. Secondly, at the Ostroh school, to 19 learners from 29 of the sixth grade English belongs to their favorite subject. Then, to 22 learners from 31 of the seventh grade English is a favourite subject. In the eighth grade, there are 23 learners from 28 that like English. Last, 25 learners of the ninth grade like English from the overall number of 33 learners.

Table III.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth

ZŠ UNESCO	27	28	23	23
Uh. Hradiště				
ZŠ Uh. Ostroh	19	22	23	25

6. How many English-speaking countries do you think are there?

The table below shows the average numbers of the English-speaking countries that learners of each grade stated. According to the sixth grade of the UNESCO school, there are 17 countries. The average number of English-speaking countries that the seventh grade stated is 30. For eighth-graders, the average number of countries is 32. By ninth-graders, there are 37 English-speaking countries on average. According to the sixth grade of the school in Uh. Ostroh, there are 39 countries. The average number of English-speaking countries that the seventh grade stated is 18. For eighth-graders, the average number of countries is 20. By ninth-graders, there are 42 English-speaking countries on average.

Table IV.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO	17	30	32	37
Uh. Hradiště				
ZŠ Uh. Ostroh	39	18	20	42

7. Could you name some of them?

Here, in this table are represented the most listed countries of English-speaking countries examples from each grade. As can be seen, learners mostly mentioned the two main representatives of English-speaking countries. In the case of both schools, the sixth and the seventh grades mostly stated the USA in one case and the UK in the other. By the school in Uh. Ostroh, the USA and the UK were mentioned equally. For the UNESCO school, by eighth-graders, learners mostly stated the UK. Last, the ninth graders in one case mostly mentioned the UK and in the other case, they mentioned the USA.

Table V.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	USA	USA	UK	UK
ZŠ Uh. Ostroh	UK	UK	UK USA	USA

8. Have you visited any English-speaking countries? If yes, which one?

The following table shows the numbers of learners who have been to some English-speaking countries. By the UNESCO school, there are nine learners from the sixth grade. Then, there are five seventh-graders that have already been to an English-speaking country. From the eighth grade, there are ten visitors of an English-speaking country. As of last, there are nineteen learners in the ninth grade. By the Ostroh school, there are 27 learners from the sixth grade. Then, there are 27 seventh-graders that have already been to an English-speaking country. From the eighth grade, there are 26 visitors of an English-speaking country. As of last, there are 32 learners in the ninth grade. Learners mostly visited the UK.

Table VI.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	9	5	10	19
ZŠ Uh. Ostroh	27	27	26	32

9. Have you noticed any of the cultural examples? If yes, which one?

The next table shows how many learners have noticed any of some cultural examples. Starting with the UNESCO school, eight learners of the sixth grade have. Then, by the seventh graders, there was no example. From the eighth grade, nine learners have noticed some of the examples. Last, there are seven learners in the ninth grade. Further, by the

second school, only one learner of the sixth grade has. Then, by the seventh graders, there were two positive answers. From the eighth grade, five learners have noticed some of the examples. And last, there are three learners in the ninth grade.

Examples are presented in chapter 4.1.

Table VII.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	8	0	9	7
ZŠ Uh. Ostroh	1	2	5	3

10. Have you had the opportunity to speak to a native speaker?

From the sixth graders of the UNESCO school, 51 learners have had an opportunity to speak with a native speaker. There are 40 seventh-graders that have had that opportunity and so it is with eighth-graders. By ninth graders, it is 38 learners. From the sixth graders of the Ostroh school, eleven learners have had an opportunity to speak with a native speaker. There are nine seventh-graders that have had that opportunity. By eighth graders, it is five learners and with ninth graders, it is eleven.

Table VIII.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	51	40	40	38
ZŠ Uh. Ostroh	11	9	5	11

11. What comes to your mind when somebody says 'Culture'?

This table represents the most frequent answers among the learners. Overall, as the table shows learners mostly stated the word *sights*. In the case of the sixth and ninth grades of both schools and by the eighth grade of the UNESCO school. As the second in order are

customs, which were mostly stated by the seventh graders of both schools and by the eighth graders of the Ostroh school. As the last, sixth graders of the UNESCO school also stated the word *food* as a representative word connected with culture. These two words were mentioned equally.

Table IX.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	Sights Food	Customs	Sights	Sights
ZŠ Uh. Ostroh	Sights	Customs	Customs	Sights

12. Do you like learning about the culture of foreign countries?

This table shows how many learners like learning about foreign culture. Starting with the UNESCO school, there are 33 sixth graders, 30 seventh graders, 33 eighth graders and 31 ninth graders that answered yes. Next, from the Ostroh school, there are 26 sixth graders, then 21 seventh graders, 18 eighth graders and 21 ninth graders that like learning about foreign culture.

Table X.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	33	30	33	31
ZŠ Uh. Ostroh	26	21	18	21

13. What comes to your mind when somebody says the UK?

The following table represents learners' most frequent responses. As can be seen, they mostly stated the head of state, Queen Elisabeth the second, and especially in each of the UNESCO school grades. Moreover, sixth-graders also mentioned the capital city, London. London was mostly mentioned by the eighth and ninth graders of the Ostroh school. Further,

as was the case with the previous school, here, the seventh graders mostly stated the Queen as well. The sixth graders therefore stated that it is a big state.

Table XI.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	Queen Elizabeth II. London	Queen Elizabeth II.	Queen Elizabeth II.	Queen Elizabeth II.
ZŠ Uh. Ostroh	Big State	Queen Elizabeth II.	London	London

14. What comes to mind when somebody says the USA?

Based on the responses, the United States of America represents for learners President Joe Biden and also the Ex-President Donald Trump, mostly for sixth graders of the UNESCO school and then for the seventh graders of the same school and for the eighth grades of the other. Further, in the connection with presidents, seventh graders of both schools stated the White House. By the eighth graders of the UNESCO school, there was mostly mentioned the Flag of the United States. In the case of both schools, learners of the ninth grades mostly mentioned New York. As of last, for sixth graders of the Ostroh school, the USA represents mostly the USA.

Table XII.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	Joe Biden	Donald Trump The White House	Flag of the United States	New York
ZŠ Uh. Ostroh	USA	The White House	Donald Trump	New York

15. Are any of your classmates from a foreign country?

The table below shows the number of positive responses among learners. Firstly, by the sixth graders of the first school, according to 51 learners, there is a classmate coming from a foreign country in their class. Then, by the seventh graders, eleven learners stated that they have a foreign classmate. Nineteen learners of the eighth graders claim there is a foreign classmate in the class. In the last grade, thirteen learners stated there is a foreign classmate among them. Secondly, by the sixth graders of the second school, according to seventeen learners, there is a classmate coming from a foreign country in their class. Then, by the seventh graders, 22 learners stated that they have a foreign classmate. 28 learners of the eighth graders claim there is a foreign classmate in the class. In the last grade, nineteen learners stated there is a foreign classmate among them.

Table XIII.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	51	11	19	13
ZŠ Uh. Ostroh	17	22	28	19

16. Do you know anything about his/her culture?

In connection with the previous table, the following table represents the number of learners that know something about culture of that foreign classmate. Among the sixth graders, with reference to the table above, in the first case, nine graders from 51 know something about his/her culture. In the second case, the numbers of answers do not match much. There are more responses than in the previous table. Nevertheless, 28 learners stated that they know something about their classmate's culture. Next, 5 from 11 learners of the seventh grade of the first school claim that as well. By the seventh graders of the second school, there is the same issue as was by the sixth graders. However, 25 from 22 learners stated that they know something about that culture. Moving on to the eighth-graders, in the case of the UNESCO school, there is a match of the responses. In the case of the Ostroh school, there are 25 from 28 learners that mentioned that they know something about their classmate's culture. From among the last grades, by the first school, eleven from thirteen learners stated that they know something about his/her culture. By the second school, 29

learners claim that they know something as well, even in the previous table, only nineteen believe they have a foreign classmate in their class.

Table XIV.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	9	5	19	11
ZŠ Uh. Ostroh	28	25	25	29

17. Which of the foreign cultures do you like?

From the following table, it is obvious which culture the learners like the most. All grades of both schools are agreed that they prefer the American one. Only in one case, by the seventh graders of the UNESCO school, where the American and the British culture were mentioned equally.

Table XV.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	American	American British	American	American
ZŠ Uh. Ostroh	American	American	American	American

18. What film/series from English speaking countries do you know?

This table shows examples of films and series that learners stated the most frequently. Overall, the first place belongs to Harry Potter, this film was mostly mentioned by the sixth and eighth grades of the first school and then by the seventh and ninth grades of the second school. Further, among the most stated examples were Avengers (by the sixth graders of the Ostroh school), Stranger Things (by the seventh graders of the UNESCO school), Marvel movies (by the ninth graders of the Ostroh school) and the last were Simpsons (by the eighth graders of the second school and by the ninth graders of the first school).

Table XVI.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	Harry Potter	Stranger Things	Harry Potter	Simpsons
ZŠ Uh. Ostroh	Avengers	Harry Potter	Simpsons	Harry Potter Marvel movies

19. Which musical artist from English-speaking countries do you know?

From the musical artists, there was mostly mentioned singer Billie Eilish. She was stated by learners of the sixth grade of the Ostroh school and then by learners of the seventh grade of both schools. The sixth and ninth graders of the UNESCO school mostly stated singer Ariana Grande. From among the eighth-graders, learners of the first school stated singer Ed Sheeran and in the case of the second school, there were singer Harry Styles and rapper Travis Scott mentioned equally. By the ninth graders of the Ostroh school, there was mostly stated rapper Eminem.

Table XVII.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	Ariana Grande	Billie Eilish	Ed Sheeran	Ariana Grande
ZŠ Uh. Ostroh	Billie Eilish	Billie Eilish	Travis Scott Harry Styles	Eminem

20. Which actor/actress from English-speaking countries do you know?

The next table represents the learner's most frequently stated examples of actors and actresses. In this case, the answers are sporadic. Starting with the grades of the UNESCO school, by the sixth learners mostly mentioned actress Emma Watson. Then, by the seventh, they mentioned actress Millie Bobby Brown. Learners of the eighth grade stated actor Leonardo DiCaprio. The last grade has mostly written down the actor Tom Holland. Moving on to grades of the Ostroh school, sixth-graders stated actor Daniel Radcliffe. The next grade

mostly mentioned actor Johnny Depp. By the eighth-graders, there were actress Emma Watson and actor Tom Holland mentioned equally. Lastly, learners of the ninth grade stated actor Brad Pitt.

Table XVIII.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	Emma Watson	Millie Bobby Brown	Leonardo DiCaprio	Tom Holland
ZŠ Uh. Ostroh	Daniel Radcliffe	Johnny Depp	Emma Watson Tom Holland	Brad Pitt

21. Which writer from English-speaking countries do you know?

The following table shows the most listed examples of writers. Each grade of each school mentioned writer Joanne Kathleen Rowling. Only by the sixth grade of the Ostroh school, learners stated writers such as Oscar Wilde and Tom Hutchinson as well. In this case, all of these three examples were mentioned equally.

Table XIX.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	J.K. Rowling	J.K. Rowling	J.K. Rowling	J.K. Rowling
ZŠ Uh. Ostroh	J.K. Rowling O. Wilde T. Hutchinson	J.K. Rowling	J.K. Rowling	J.K. Rowling

22. What other celebrities from English-speaking countries do you know? (Politicians, athletes, rulers, ...)

This table represents examples of other well-known people that learners know. Overall, as can be seen, they mostly stated the Ex-President of the USA, Donald Trump. There is an exception by the sixth graders of the Ostroh school who mostly mentioned Queen Elisabeth the second. And lastly, in the case of the seventh graders of the Ostroh school, there was

also stated the current President of the USA, Joe Biden. Both names were mentioned equally.

Table XX.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	Donald Trump	Donald Trump	Donald Trump	Donald Trump
ZŠ Uh. Ostroh	Queen Elisabeth II.	Donald Trump Joe Biden	Donald Trump	Donald Trump

➔ Grades' comparison is based on the number of responses to questions where students were asked to give examples.

Table XXI.

Schools	Grades			
	Sixth	Seventh	Eighth	Ninth
ZŠ UNESCO Uh. Hradiště	805	859	565	661
ZŠ Uh. Ostroh	364	416	493	566
Overall	1.169	1.275	1.058	1.227

We may say that, from all of the grades of the Ostroh school is the ninth that has the best cultural awareness. On the other hand, the seventh graders of the UNESCO school have the best cultural awareness and we may also say that overall, the seventh graders together have the best cultural awareness as well.

3.3.2 Schools

Comparison of schools (six-nine grades of one school and six-nine grades of the other school altogether).

Table XXII.

Questions	Schools	
	ZŠ UNESCO Uh. Hradiště	ZŠ Uh. Ostroh
Number of learners	175	121
Gender	88 Male 83 Female 2 Nonbinary 1 Not sure about it 1 Do not want to mention	62 Male 59 Female
English as a favourite subject	101	89
Number of English-speaking countries	29	30
Examples of English-speaking countries	503	406
Visit of an English-speaking country	33	7
Noticing a cultural example	47	10
An opportunity to speak with a native speaker	146	36
Culture represents	254	168
Like learning about culture	127	86
Speaking about the UK	343	194
Speaking about the USA	324	179
Classmate from a foreign country in the class	104	40

Knowing something about the culture of the foreign classmate	30	5
Favourite foreign culture	68	56
Films and Series	369	220
Music artists	302	169
Actors and Actresses	316	174
Writers	190	122
Other well-known people	289	225

From the school in Uh. Hradiště, there was number of 175 responders. Among responders were more men than women. From responders, there 101 learners that like learning English. According to them, there are around 29 English-speaking countries in average. Altogether, they stated 503 examples of English-speaking countries. From the number of responders 33 learners have visited at least one of them and there are 47 responders that stated they have noticed any of the cultural example. Then, 146 of them have spoken with a native speaker. Further, overall learners presented 254 examples of what does culture represent. There are 127 of them that like learning about culture. All grades together stated 343 examples that represent the UK. Moreover, responders stated 324 examples that represent the USA. According to 104 responders, there are learners form a foreign country at school. However, 30 of the responders stated that they know something about their culture. The most favourite foreign culture among responders is the American (68). From examples of films and series learners wrote down 369 examples. Then, the responders mentioned 302 examples of music artists. Further, among responses of actors and actresses examples were 316 answers. By writers, there were 190 examples. Lastly, learners gave 289 examples of other well-known people.

From the school in Uh. Ostroh, there were 121 responders. Among responders, there were more men than women as well as by the previous one. From the number of responders, 89 learners like learning English. According to responders, there are around 30 English-speaking countries in average. Altogether, they stated 406 examples of English-speaking countries. From the responders, 7 learners have visited at least one of them and there are 10 responders that stated they have noticed some of the cultural examples. Then, 36 of them have spoken with a native speaker. Further, overall learners presented 168 examples of what does

culture represent. There are 86 of them that like learning about culture. All grades together stated 194 examples that represent the UK. Moreover, responders stated 179 examples that represent the USA. According to 40 responders, there are learners from a foreign country at school. However, 5 of the responders stated that they know something about their culture. The most favourite foreign culture among responders is the American (56). By films and series there were 220 examples. Then, the responders mentioned 169 examples of music artists. Further, among responses of actors and actresses examples were 174 answers. From examples of writers, learners wrote down 122 examples. Lastly, learners gave 225 examples of other well-known people.

3.4 Textbook analysis and evaluation

Textbooks will be evaluated according to the book *How to teach English* written by Jeremy Harmer (2009). In particular under Chapter 11, where is a sub-chapter *Choosing coursebooks* which contains a possible coursebook analysis checklist. There are possible questions for coursebook analysis of possible areas for consideration, in this case *Cultural appropriacy*. The table is part of the appendix. Further, textbooks will be evaluated according to frameworks and from my own perspective. Among evaluated coursebook are Prepare, that I used during my first teaching practice at the UNESCO school and Project, that I used during my second teaching practice at the Ostroh school.

3.4.1 Prepare (1,2)

These textbooks include pages dedicated to teaching culture. Learners are presented with cultural topics such as **Homes around the world** (that is presented by reading and listening exercises about families from South Africa, Uzbekistan and Japan) **Meeting and greeting** (here is a quiz where learners should decide how people greet each other in given places and there is also a text with questions such as *Why do people nod and shake their hands?*, to which learners are asked to find the answers), **What I eat** (this topic is presented by reading exercise in the form of three profiles of people, one from Namibia, second from Canada and third from China), **World cinema** (here is a film quiz for learners and the a table with information about films from different countries), **Special training schools** (this cultural part presents talented young people, there is a reading and listening exercise), **The USA** (here is a

quiz for learners to find out how much do they know about the USA and then there is a reading exercise about four states of the USA - California, Florida, New York, Texas), **Secondary school in the UK** (this topic is presented by reading exercises, information about schools are presented), **Football - The beautiful game** (by this topic is mentioned The Football Festival For Hope and there is a quiz about The World Cup), **Instrument families** (this cultural page include listening and reading exercise about instruments and their families), **Mumbai – India**, (here are some facts about Mumbai presented) **Festivals** (where are mentioned the Hindu festival 'Diwali' and The Moon Festival in China) **Teens at work** (here are three dialogues presented), **Hollywood** (there is reading and listening about Hollywood and Oscars), **Famous British people** (here are mentioned the Great Britons such as William Shakespeare, John Lennon and Paul McCartney, Sir Isaac Newton, Richard Branson and Queen Elisabeth I). and **An island of the sun** (where the country of Jamaica is presented).

Besides these cultural circles, in the books can be also found some of the cultural topics that are presented in each unit. There are units called such as *Design and technology*, where are logos of the companies presented. Then, *Fantastic facts*, where is a quiz containing questions from the field of history, art, sport or music. By the unit *City living*, It is a great place for tourists, there is a listening exercise where learners' task is to match capitals with cities and pictures of monuments. Moving on to unit *Festivals and Films*, It is a festival that everyone loves, here are festivals such as Moon Fest, Dynamics and Sounds presented in the form of reading exercise. This coursebook presents to learners a page called *Languages of the world* where is a reading exercise about language in Europe, Asia, Africa, Americans and Australia and Oceania. By unit about food there is mentioned the *Pancake Day*.

Further, by the topic *In fashion*, there are famous people on photos that learners should recognize. From singers for example Rihanna, Taylor Swift or Katy Perry. There is also an article about fashion in connection with music. In the book can be also found a text from the sport field and is about British gymnastics star Claudia Fragapane.

Moreover, there is a reading and listening exercise reflecting on *The Great Fire and The Black Death*. Next, there is reading about Street food around the world. Further, learners can read about *A trip to Edinburgh*. Next, there are pages with the title *What is your favourite TV shows* and *You should read it*, where are reading exercises about Talent Shows and about film School of Rock and book Charlie and The Chocolate Factory. In the connection with cultural topic **An island of the sun**, there is a page called *Fun Facts* mentioning famous people such as

Usain Bolt and Bob Marley or national dish of that island and more. Lastly, there is a page mentioning *Mother's Day* is especially important and it is presented by reading exercise.

By each culture page there are instructions for learner's project.

3.4.2 Project (2,3)

These textbooks include pages dedicated to teaching culture as well. From cultural topics there are presented for example **Festivals** (there is an overview of a typical year in Britain, the main festivals during the year are covered in a text), **Animals** (here is a text about animals living in Britain), **Holidays** (this topic is presented by a text about how families in Britain spend holidays), **Meals** (this cultural part presents British meals and mealtimes, there is a reading exercise), **Weather** (at this cultural page there is a text about the weather in Britain), **Cinema** (here are presented films such as Harry Potter, Sherlock Holmes, James Bond and Wallace and Gromit and again by a text), **Families** (there is a text about a British boy talking about his family), **Transport** (this topic is presented by a reading exercise, mentioning transport in London, airports, railways and roads in Britain), **Britain** (at this culture page there is a presentation of the country containing a text about Scotland, Wales and Ireland), **The Big Apple** (here is a text about New York City), **Heroes and Heroines** (this cultural page contain a text that presents the national heroes and heroines of the UK) and as the last topic are **Signs** (there are short texts and signs that should be matched together).

By each culture page there are instructions for learner's project as well as by the previous coursebook. In addition, learners are also asked to compare it with their country.

The Project coursebook includes six culture topics. Project has only one page that is reserved to culture and that is at the end of each unit. Culture topic is mostly presented by reading exercise (texts and articles) supplemented by listening exercise. Each topic is accompanied by a video. In this coursebook is the British culture mostly presented. The publisher of these coursebooks is Oxford.

The Prepare coursebook contains five topics from the field of culture. There are mainly two pages reserved to the culture topic. Topics are presented by reading (texts and articles) and listening exercises and quiz. Although the Prepare focuses on one less topic of culture, besides these pages, there are also some of the cultural information presented by single units. In this

coursebook is presented the British culture as well as the American. The publisher of these coursebooks is Cambridge.

By both, activities can be considered as appropriate. Materials used are appropriate, texts do not contain culturally insensitive material. The coursebooks do not seem to be prejudiced in the way it deals with different customs, ethnicities, races and sexes.

As a part of the appendix are contents of each coursebook, where spheres across the curriculum are mentioned. In the appendix, there is also a chapter containing information about the British and American culture and some tips from books for teaching culture and excerpts from them.

Conclusion

The aim of this thesis was to find out how culture is taught, if it is important teaching culture, if it has beneficial impact on learners and what is their cultural awareness. The theoretical part includes general concepts that are related to culture and their definitions. Then, how the topic of culture in general is included in the curriculum, based on documents such as the school and the framework curriculum. The practical part includes a presentation of the research results and an analysis of the textbooks.

Aims and Hypotheses of the research were:

- **The aim was to find out learners' cultural awareness about the British and American culture. It was predicted that they will have sufficient knowledge.**

Overall, according to their responses and number of examples, it might be said that learners have sufficient knowledge of both cultures. So, the prediction can be therefore considered as proved. Even by the second school, where the British Culture is mostly presented, learners have a great knowledge about the American one as well. However, in both cases, based on the answers, students have a greater awareness of British culture.

- **The aim was to find out which culture students prefer. It was predicted that they will show a preference for British culture over American culture.**

In this case, the prediction was disproved. The prediction was made upon the location of the countries and also the teaching of both cultures (perceived as having the culture more within reach and more presented in schools). Of these cultures, the preference gained the American one.

- **The aim was to find out whether learners from a language primary school are better off knowledge-wise than learners from a non-language primary school. The prediction was that learners from a language lower-secondary school will have a better cultural awareness than learners from a non-language lower-secondary school.**

It was found out that learners from a language lower-secondary school will have a better cultural awareness than learners from a non-language lower-secondary school. The prediction can therefore be considered proved. However, the number of learners must

be taken into account. The UNESCO school had more respondents, so the outcome could have been different.

- **The aim was to find out whether teachers agree with teaching culture, if they find it an important/useful part of the curriculum.**

According to teachers, presenting culture seems to be beneficial for learners and that it is a benefit especially if the teacher is of a different culture. Further, they see it important because of the context, that helps learners understand how language works and that it is good to know about important things of each country. In addition, to understand a language means to have to understand the people who use it, as things differ in different regions within a country.

- **The aim was to find out how satisfied teachers are with the presentation of the culture topic.**

According to most of them, textbooks contain enough information. Culture is presented via different types of articles, dialogues, pictures, through stories, famous people, interesting facts, texts and specific facts depending on the unit topic. However, one of them thinks that there could be more information, but also that experience used to help explain something cannot be beaten.

- **The aim was to find out what topics in the field of culture teachers consider as the most important ones.**

According to one teacher, very things and people are treated the same. Two of the teachers do not put more emphasis on anything particular from the field of culture and the other two put more emphasis for example on history, family, food, films and famous people.

- **The aim was to find out what techniques, strategies, materials, activities teachers use to present this topic.**

Most of them use PowerPoint presentations, prepared either on their part or on the part of the learners. Then, look for inspiration on the internet (websites). Some reading and listening exercises are used as well as videos and photos. Textbooks are used, sometimes some worksheets are prepared, and games are played. There are also pair or group work, a classroom discussion and experience sharing.

- **It was assumed that ninth-grade learners will have the greatest cultural awareness.**
This prediction was half proved. In the case of the UNESCO school, the greatest cultural awareness has the seventh grade. In the case of the Ostroh school, the best cultural awareness has the ninth grade.
- **It was assumed, that based on textbooks and from teachers' perspectives, the most represented culture is the British one.**

The prediction was half proved. According to teachers, the most presented culture is the American one. Then the British culture and the Western-European culture follow. In one of the answers was stated that there are presented international cultures such as Indian, Spanish, Brazilian, Chinese or Caribbean. On the other hand, from the compared textbooks, more presented culture is the British one.

As a suggestion for expansion, there could be lesson plans created for teaching culture. Their implementation in lessons with learners and their subsequent analysis.

In closing, some of the hypotheses were proved, some of them were half proved and some of them were disproved as well. Surprising findings are that some of the teachers do not consider teaching culture as an important part of the curriculum and the fact that learners like American culture more than British. Furthermore, that learners of the seventh grade from the UNESCO school has the greatest cultural awareness. Finally, in my opinion, the Prepare coursebooks are more appropriate for teaching culture. There is more of the cultural information and not only one culture is mainly presented.

Résumé

On the basis of the research conducted by questionnaire survey, it was found that the learners of the UNESCO primary school in Uh.Hradiště and the primary school in Uh.Ostroh have sufficient cultural awareness. It was also found that learners prefer American culture. Another finding was that learners from the primary school in Uh. Hradiště have more cultural awareness than learners from the primary school in Uh. Ostroh. In another questionnaire survey it was found that only some teachers consider teaching culture important. It was also found among teachers that textbooks contain a sufficient amount of cultural information and that it is presented in the form of articles, dialogues, stories, pictures, texts and facts. Teachers were also found to present the topic of culture to students through power point presentations, videos, photos, worksheets or games. Through the analysis of the textbooks, it was found that mainly British culture is presented to the learners.

Resumé

Na základě výzkumu provedeného dotazníkovým šetřením bylo zjištěno, že žáci ZŠ UNESCO v Uh. Hradišti a ZŠ v Uh. Ostrohu mají dostatečné kulturní povědomí. Dále bylo zjištěno, že žáci preferují americkou kulturu. Dalším zjištěním bylo, že žáci ze ZŠ v Uh. Hradišti mají větší kulturní povědomí než žáci ze ZŠ v Uh. Ostrohu. V dalším dotazníkovém šetření bylo zjištěno, že pouze někteří učitelé považují výuku kultury za důležitou. U učitelů bylo také zjištěno, že učebnice obsahují dostatečné množství kulturních informací a že jsou prezentovány formou článků, dialogů, příběhů, obrázků, textů a faktů. Bylo také zjištěno, že učitelé prezentují žákům téma kultury prostřednictvím powerpointových prezentací, videí, fotografií, pracovních listů nebo her. Analýzou učebnic bylo zjištěno, že žákům je prezentována především britská kultura.

Bibliography

BRENDLOVÁ, Světla, Břetislav ALEŠ a Václav PAUER. *Reálie anglicky mluvících zemí. 2. dopl. vyd.* Plzeň: Nakladatelství Fraus, 1996, 79 s. ISBN 8085784874.

British Cultural Identities. London: Routledge, 1997, 350 p, pbk. ISBN 0415136997.

British Studies Now. Anthology Issues 6-10. London: The British Council, 1999, 123 p, pbk. ISBN 0863554105.

Cambridge English Prepare! Student's Book Level 1. Cambridge: Cambridge University Press, 2015. ISBN 978-0-521-18043-6.

Cambridge English Prepare! Student's Book Level 2. Cambridge: Cambridge University Press, 2015. ISBN 978-0-521-18048-1.

COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge University Press, 2001, 260 p, pbk. ISBN 0521005310.

CRESWELL, John W. *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, New Jersey: Merrill, 2002, 671 s. ISBN 0137905025.

CRYSTAL, D. (2003). *English a Global Language (2nd edition).* Cambridge: Cambridge University Press

CRYSTAL, David. *The Cambridge encyclopedia of the English language.* 2nd ed. Cambridge: Cambridge University Press, 2003, vii, 499 s. ISBN 0-521-53033-4.

CRYSTAL, David. *The Cambridge Encyclopedia of Language.* Second edition. Cambridge: Cambridge University Press, 2002, 480 p, pbk. ISBN 0521559677.

Foreign language teaching in schools in Europe. Bruxelles: Eurydice, 2001, 372 s. ISBN 2871163111.

GILL, Simon a Michaela ČAŇKOVÁ. *Intercultural activities.* Oxford: Oxford University Press, 2002, vi, 65 s. Oxford basics. ISBN 0-19-442178-3.

HARMER, Jeremy. *How to Teach English. New Edition. Book with DVD.* Harlow: Longman, 2009, 288 p, pbk. ISBN 9781405853095.

HUTCHINSON, Tom. *Project 2. Fourth Edition. Učebnice.* Oxford: Oxford University Press, 2014, 87 p, pbk. ISBN X36794X0390.

HUTCHINSON, Tom. *Project 3. Fourth Edition. Učebnice.* Oxford: Oxford University Press, 2014, 87 p, pbk. ISBN 9780194764674.

KRAMSCH, Claire J. *Context and culture in language teaching*. Oxford: Oxford University Press, 1993, viii, 295 s. Oxford applied linguistics. ISBN 0-19-437187-5.

KRAMSCH, Claire J., WIDDOWSON, H. G., ed. *Language and Culture*. Oxford: Oxford University Press, 1998, 134 p, pbk. ISBN 0194372146.

MATZ, Mary. *Reálie Spojených států amerických: Life and culture in the USA*. Plzeň: Fraus, [2008], 147 s. ISBN 978-80-7238-786-1.

MOUNTNEY, Pierce a Petr ANTÉNE. *UK and US background studies: an introduction to the UK and british studies, and to the US and american studies*. Olomouc: Palacký University Olomouc, 2018, 137 s. Textbooks. ISBN 978-80-244-5309-5.

PEPRNÍK, Jaroslav. *Británie a USA: ilustrované reálie*. Olomouc: Nakladatelství Olomouc, 2004, 407 s. ISBN 8071821829.

TOMALIN, Barry a Susan STEMPLSKI. *Cultural Awareness*. Oxford: Oxford University Press, c1993, 160 p, pbk, 25 cm. ISBN 0194371948.

VALDES, Joyce Merrill. *Culture Bound*. Cambridge: Cambridge University Press, 1994, 222 p, pbk. ISBN 0521310458.

VESELÝ, Karel. *The English speaking countries: reálie anglicky mluvících zemí*. 3. vyd. Praha: Státní pedagogické nakladatelství, 1987, 258 s.

WHITTON, Paul a Hana WHITTON. *Reálie Velké Británie a Severního Irska: Life and culture in the UK*. Plzeň: Nakladatelství Fraus, [2009], 136 s. ISBN 978-80-7238-828-8.

Online sources:

Informační systém infoabsolvent [online]. [cit. 2022-04-17]. Dostupné z: <https://www.infoabsolvent.cz/Rady/Clanek/7-0-13>

Ministerstvo školství, mládeže a tělovýchovy: Bílá kniha - Národní program rozvoje vzdělávání v České republice [online]. [cit. 2022-04-17]. Dostupné z: <https://www.msmt.cz/vzdelavani/skolstvi-v-cr/bila-kniha-narodni-program-rozvoje-vzdelani-v-cr>

Národní ústav pro vzdělávání: Rámcové vzdělávací programy [online]. [cit. 2022-04-17]. Dostupné z: <https://www.nuv.cz/t/rvp>

ZŠ a MŠ Strážek: Školní vzdělávací program [online]. [cit. 2022-04-17]. Dostupné z: <http://www.zs-msstrazek.cz/skolni-vzdelavaci-program/>

ZŠ UNESCO Uherské Hradiště: Charakteristika školy [online]. [cit. 2022-04-17]. Dostupné z: <https://www.zsunesco.cz/charakteristika-skoly.htm>

Appendix

2. British and American culture

This chapter refers to the research and textbook analysis of the diploma thesis.

2.1 Characteristics of the country

The official name is the United Kingdom of Great Britain and Northern Ireland. The Great Britain (shortened Britain) is the largest island in the UK that includes England Scotland and Wales. Northern Ireland (Ulster) lies in the north-eastern part of the island of Ireland and borders with the Republic of Ireland (Eire) in the southern and western parts of Ireland. The UK is a so-called “country of countries”. There can be also the geographical term *The British Isles* used for it. The United Kingdom is one of the Commonwealth countries. This community consists of about fifty countries. To this country belongs the title of the first country in the world that became industrialized.

An area of this country is 243,610 sq. km and over this area are spread many places of interest and beautiful countryside, complemented by a diverse climate. Rainy weather is very typical because here rain falls throughout the year. The country is split up into regions. England is divided into East Anglia and the South-East areas, and its highest point is *Scafell Pike* (978 m) in the Cumbrian Mountains. Scotland consists of three areas. Highlands, where is also the highest point of the UK, *Ben Nevis* (1,344 m), then the Central Lowlands and the Southern Uplands. Further, the Cambrian Mountains cover most of Wales's country. The highest point here is the *Snowdon massif* (914 m). Northern Island's highest point is the *Slieve Donard* (850 m), and it is the highest point of the Mourne Mountains as well. Moreover, lakes can be found in the Lake District in north-east England, where is the lake *Windermere* and in the Scottish Highlands, where the famous lake *Loch Ness* can be found. The last point, that cannot be missed from this sphere is rivers. The very famous river is the Thames which flows through London, and the River Severn which is the longest one (354 km).

The UK is a population of about 70 million people and around 90% of the population lives in towns and cities. This country is a country of different nations. The population consists of diverse minorities besides the British. The British are known for being tolerant of other religions. When it comes to religion, more than half of the UK citizens (around 60%) profess Christianity. There is a type of religion called Anglicanism which comes from a form of

Christianity and belongs to the most common one. Because the UK is a multicultural country and is ethnically diverse, the rest of the inhabitants fall under a different faith. Islam religion is represented by around 4%, Hinduism and Sikhism are represented by around 1 %, Judaism, Buddhism and some others represent around 0,5%. In the last group, there are around 30% of Atheists.

The term *the Union Jack* presents the flag of the United Kingdom. The red cross (St George) represents England, the white diagonal cross (St Andrew) on a blue background belongs to Scotland and the diagonal red cross (St Patrick) symbolizes Ireland. The national anthem of the UK is *God Save the Queen*. The currency of this country is *Pounds Sterling £*.

The official name is the United States of America. The US has 50 states. The area of this country is 9,833,517 sq. km. Due to its size, America spans many climate zones. The weather here is therefore very unstable. The country is not officially split up into regions. Significant mountains are the Rocky and the Appalachian Mountains. The highest point in the USA is *Denali* (6190 m), also known as Mount McKinley. On the other hand, the lowest point in the USA is *Death Valley* (-86 m). Moreover, in the USA a lot of lakes can be found. The well-known is the Great Lakes. These include Lake Superior, Lake Huron, Lake Michigan, Lake Erie and Lake Ontario. Then, famous rivers are Columbia, Colorado, St. Lawrence River or the Rio Grande. The most important river in the USA is the Mississippi river which is the longest one (6212 km). Between Lake Erie and Lake Ontario are the famous Niagara Falls.

The population of the USA is about 300 million people and around 80% of the population lives in towns and cities. This country is a country of different nations as well as the UK. The population consists of diverse minorities. There is the non- Hispanic white population (around 70%), then Hispanic and non-Hispanic black (around 20%), Asian Americans (around 4%) and American Indian and Eskimo population (around 1%). When it comes to religion, the USA citizens profess Christianity (around 80%). Of that, around 50% are Protestants and around 30% are Roman Catholics. Because the USA, as well as the UK, is a multicultural country and is ethnically diverse, the rest of the inhabitants fall under a different faith. Islam religion is represented by around 1%, Judaism is represented by around 2 %, Hinduism and Buddhism represent around 0,5%. In the last group, there are around 14% of Atheists. Compared to the UK, there is a separation of church and state.

The term American flag consists of 13 stripes (representing the original 13 colonies) and 50 stars (each represents one of the states). The national anthem of the US is *Star Spangled Banner*.

The title reflects the American flag which is one of its nicknames. The currency of this country is *the US Dollar \$*.

(Brendlová 1996, Fraus 2008, Fraus 2009, Mountney and Anténe 2018, Peprník 1927, Storry and Childs 1997 and Veselý 1987)

2.2 Language

English is the primary language for 95% of the population. Even though **the United Kingdom** is overall a large country, where people are supposed to speak the same language, is this not entirely the case. In British life are accent and dialect very important. Due to the fact that English has a lot of special dialects and accents, people have difficulty understanding each other. A southern English accent is considered to be the best one to be used because it is the one that is generally accepted to be understood. This accent is also taught by foreigners as well. Standard English or standard British accent is referred to as Received Pronunciation, Oxford English or BBC English. There are some nations that speak their own language as well. In the Republic of Ireland, people speak Irish Gaelic, which is actually the first official language. There are still some people in Scotland that speak Scottish Gaelic. Lastly, some people in Wales still speak Welsh. (Brendlová 1996, Fraus 2009 and Mountney and Anténe 2018)

English has official status in 32 states. English is used by about 80% of **Americans**. There are some nations that speak their own language as well (Spanish, Indo-European languages, Asian, Pacific island languages). There are some variations of American English. As city-wide variation is considered to be such as New York City, Boston or Chicago. Then, a sample of the state-wide variation is for example Louisiana. Variations such as Pacific Northwest or New England Eastern are regional. Slang language is popular to be used. (Mountney and Anténe 2018)

In comparison with American English, the differences between British and American English are much greater than might have been at the first sight. Both variations of English differ from each other for example in the spelling of words, vocabulary and phrases. British people have an advantage in understanding the American version of English whereas Americans struggle to understand the British one. The reason for this problem is reflected by each of them from their exposure and attitudes toward foreigners. (Mountney and Anténe 2018)

2.3 Politics

The United Kingdom is a constitutional monarchy. The head of the state is the monarch (king or queen). Due to the constitution are the powers of the head limited. The constitution represents a set of rules. Since 1952 the monarch of the UK is the queen Elisabeth the Second. The full title is: *Elizabeth the Second, by the Grace of God, of the United Kingdom of Great Britain and Northern Ireland, and of her other Realms and Territories Queen, Head of the Commonwealth, Defender of the Faith.* The Queen does not rule. She presents a formal head of state and a symbol of the unity of the nation. She acts on the advice of her ministers. However, the queen is the commander-in-chief of the armed forces and also the head of the Church of England. An important duty of the queen is the choice of the Prime Minister. A residence of her majesty, where she normally lives, is Buckingham Palace in the capital city of the UK, London. The Queen is also linked to her family, collectively referred to as the royal family. The family has a lot of members and the heir to the throne is the Queen's oldest son Prince Charles. All together should represent an ideal British family, associated with morals rather than power.

Although there is a queen as the head of state, the UK is a democratic country. Citizens have the right to vote and those who are over the age of 18 may vote in government elections.

The Government of the United Kingdom includes Cabinet ministers, Senior ministers of non-Cabinet rank, Ministers of State, Parliamentary Under-Secretaries of State and The four Law Officers of the Crown.

The British Parliament is a very old institution and represents the highest authority. The functions of parliament include law-making, authorizing taxation, public expenditure, controlling and examining the actions of the Government. The Parliament is presented by two houses. The House of Lords consists of the Lords Temporal and the Lords Spiritual. The speaker of this House is the Lord Chancellor. While on the one hand is The House of Lords which gives advice on government legislation and is made up of hereditary and life peers, on the other, there is the House which represents the dominant political forum. The House of Commons consists of 650 members and each of them represents a particular part of Britain. The members are elected at the general election, which is held every four or five years. The speaker is a member proposed by the Government.

The Conservative Party, the Labour Party and the Liberal Democratic Party are the main three political parties in England. The Conservatives ("Tories") rank among the most successful British political party. This Party focuses on social issues and quality of life. The Labour party

promotes the interests of the working and lower classes. The Liberal Democrats (“Lib Dems”) seek to decentralize power from parliament and minimize state interference in citizens' privacy. The party also is a supporter of the welfare state that would provide for the basic needs of society. The idea of the ‘Welfare State’ is included in the Labour Party’s program too.

The British system of Government includes the most important and executive organ. The Cabinet has about 20 ministers and is chaired by the Prime Minister. The PM’s residence is at 10 Downing Street. These days the PM is Boris Johnson. All the other ministers are selected by the PM, and each of them represents various government departments. The Prime Minister is selected by the monarch and must be a member of the House of Commons.

The United States is a federal presidential republic that consists of 50 states. Each state has its own government, laws, customs, education, taxes, traffic regulations, etc. However, the federal government represents the government of the whole country. The head of the federal government and of the state is a president and currently, it is Joe Biden. The president is elected every four years and is chosen by direct election of the voters. In America, there are two leading parties, the Democrats and the Republicans. Moreover, each state government has to keep to the Constitution. The Constitution represents three separate branches, Executive (President), Legislative (Congress) and Judicial (Supreme Court). Each of them has power over the other and the ultimate power belongs to the people. Congress consists of the Senate (100 senators) and the House of Representatives (435 members). A Senator is elected for six years and a Representative is elected for two years. The Supreme Court watches over if laws and acts of the President and Congress are in accordance with the Constitution.

(Brendlová 1996, Fraus 2008, Fraus 2009, Mountney and Anténe 2018, Peprník 1927, Storry and Childs 1997 and Veselý, 1987)

2.4 The capital city

Because **London** is the capital city of the country it is obvious that it is the largest city in the UK (covering an area of 1,572 sq. km). Besides, it is also the largest city in Europe. However, there are other capital cities, that each country has its own as well. In this city live about 9 million people. It belongs to the list of attractive destinations and is very popular among tourists. London is divided into two parts, the City of London and the City of Westminster. The first mentioned part is the oldest part of the town. In this part of the city, there are a lot of sights to

be seen, but it is also famous for its shops, theatres and cinemas. From the sights, there is for example the Tower of London, Tower Bridge, St Paul's Cathedral, and Monument. The City of Westminster more likely represents the administrative and political life. There can be found for example the Houses of Parliament, Big Ben, Westminster Abbey, Buckingham Palace, The Old Royal Observatory, New Scotland Yard, Nelson's Column, St Mary-Le-Bow Church, St Martin-In-The-Fields Church, Downing Street and Doughty Street, where is the Dickens House.

The capital of the USA is **Washington D.C.** (covering an area of 177 sq. km), and its population is about 700,000 people. There is the residence of the American President, the White House. In this city can be seen for example the Washington Monument, Lincoln Memorial, and Jefferson Memorial. Other state institutions, besides the White House, such as U.S. Capitol, Library of Congress, U.S. National Archives, United States Supreme and Court Building. From cultural institutions for example Smithsonian Institution, National Gallery of Art, National Opera House or National Theatre.

(Brendlová 1996, Fraus 2008, Fraus 2009, Mounthey and Anténe 2018, Storry and Childs 1997)

2.5 Family

Gender equality was established earlier in the 20th century. Since that, men and women share the role of breadwinner. Whereas both are trying to build a career, nannies and au-pairs are quite common in **British families**.

Moreover, the most common family type is represented by one mother, one father and according to average 2 children. For the families, it is quite rated to live together under one roof. Normally, the married couple moves away to their own home. Around 70% of British families live in privately owned homes. People live in their homes as long as possible. In case older people are no more capable to care for themselves, there are two possibilities to move into, the old people's home or a nursing home.

In addition, in Britain is a quite high rate of divorces which causes many children to end up brought up by single parents. Perhaps because nowadays partners rather decide to live together without marrying. However, there is a law that allows couples of the same sex to get married. Couples in England and Wales can get married already at the age of sixteen but only with

parental consent. Of course, after the age of eighteen it is allowed by the law. Nevertheless, couples tend to marry later in life.

To **Americans**, family is very important. There are more single-parent families than two-parent families. In the US are also more common same-sex couples. As a part of the American Dream is to own one's own home. For Americans is not uncommon that grandparents live with a family. About 60% live in detached single-family homes. Most houses are constructed from wood. Gender and divorce issues are pretty much the same as was mentioned above by the British family.

(Fraus 2008, Fraus, 2009, Mountney and Anténe, 2018 and Peprník, 1927)

2.6 Education

There are two types of school. The first one represents state schools, which are publicly owned and where state education is taught. These schools are free. The second type are public schools. They are privately owned and teach public education. These are paid.

Britain differs from other countries in teaching about religions. This is because learners need to understand other religions than Christianity, especially those that are represented in this country. Schools besides religious education also provide careers education and sex education. Further, there are faith schools to be found.

In education, there is an emphasis on the practical application of knowledge from the National Curriculum.

Before the school age, there are centers for children like nurseries and playgrounds or parents can take children to kindergartens as well.

From the age of 5 to 16 school is compulsory. The typical school day lasts from 9 a.m. to 4 p.m. There are six subjects that must be studied by students between the ages of 14 and 16. After two years, most of the students take the exam of GCSE. After the age of 16 students have the option to stay on in school or to attend college but it is not compulsory. Then, there is the Advanced Level examination (A-levels). These courses can be taken by students in schools or colleges and who have completed GCSE examinations. A-levels courses take students over two years and are one of the main routes into universities and employment.

The UK has around one hundred universities. Students can gain some of the bachelor's degrees (Bachelor of Arts, Science or Education). Further, there is a possibility for students to continue to study for master's degrees (Master of Arts, Science and Business Administration). After that, students can also award doctorates (PhD or DPhil in the arts or sciences). The traditional academic year has three terms and each of them lasts about eight weeks. The most famous universities are Oxford, Cambridge and London. The Oxbridge (Oxford and Cambridge University) belongs to the oldest one in England. Both Universities are the most esteemed in the world.

There also exist learning courses for adults, which can be beneficial for life and work. These courses are offered at universities and are provided by the Government. There are many forms of Further Education or Adult Education for example correspondence courses, evening classes, summer schools or The Open University.

Education is very important for **American** society. The US educational system can vary from state to state. Education is compulsory from the ages of 5 to 16. Together for primary and secondary education, Americans use the term 'K-12' (12 grades of education). Nursery schools are mostly private and paid. Elementary schools are from the ages of 6 to 12 and there can be found Kindergarten as well and this is free. Then, secondary education lasts from 12 to 16 or 18 years old. All kinds of subjects can be chosen, from Developmental Reading to Problems of Democracy or Public Speaking. State schools prevail over private ones. Colleges provide undergraduate education (no more than a bachelor's degree), whereas universities provide undergraduate and graduate education. There are two types of tests (SAT – Scholastic Aptitude Test, ACT – American College Testing program), that students take, in order to be accepted into college or university. Available qualifications are bachelor's degree (BS or BA), master's degree (MA or MS) and doctorate (PhD). The academic year is split up into Spring and Fall semesters (16 weeks each). A school day usually lasts 6.5-7.5. hours and schools start from 8-8.30 am. To American elite universities belong for example Harvard, Yale, Princeton, Stanford, Massachusetts, Brown or Columbia University.

(Brendlová 1996, Fraus 2008, Fraus 2009, Mountney and Anténe 2018, Peprník 1927 and Veselý 1987)

2.7 Cuisine

British food has an internationally bad reputation. In fact, the British people prefer home cooking rather than eating in a restaurant, so visitors do not really have a choice to get a better version of the food but can only get poor quality of the food from restaurants. Due to the cosmopolitan culture in Britain, it can be sometimes difficult to find typical English food. On every corner, there are Eating houses of Chinese, Italian, Thai or Indian food.

The first thing that comes to mind in connection with this country is probably tea. People here are lovers of tea. The most common thing is also adding some milk in it and some biscuits cannot be missed as well. Teatime refers to a small meal which consists of a pot of tea with sandwiches and savory snacks to eat. This can be followed by cakes or scones with cream and marmalade or jam. The teatime is usually in the afternoon at five o'clock but in England, any time is teatime. In time, however, there was a competitor to tea in the form of coffee. When it comes to beer, amongst Europeans it has the same reputation as the food but there are a lot of variations of lagers and ales. Famous beer brands are for example Carling, Guinness and Fosters.

Each region has its own typical food. For example, in Northern Ireland is typical Ulster fry, which is something like English cooked breakfast with potato bread and soda farls. Scotland's national dish is Haggis, which consists of chopped lung, heart and liver of sheep, boiled in the sheep's stomach lining. In Wales, there is a traditional vegetable soup flavored with lamb called Cawl. The characteristic of England is Roast beef served with Yorkshire pudding and gravy. Overall, the most traditional dish is Fish and Chips. Well-known is the English breakfast which consists of fried egg, sausage, fried tomato, bacon and maybe with grilled mushrooms and a slice of fried bread. Breakfast is also typically a toast that is traditionally eaten with butter and marmalade or jam made from oranges or lemons. Then, cereals are very popular. Nevertheless, British bread, like tea, is another big theme. There are many types of bread and generally is renowned for its unique style. In most European countries, lunch is the biggest meal of the day, while in the UK it is usually eaten in the evening. However, a typical lunch is more like a snack. It can be a sandwich, a soup with a roll or some salad. Regarding dinner, it usually consists of three courses: hors d'oeuvres (starter), main course and dessert (pudding).

Cooking is very popular in the UK. There are lots of cookery TV shows and cookbooks, which are passed down through families. The British well-known chefs are, for example, James Oliver or Gordon Ramsey.

In the **US**, due to different states, regions and individual backgrounds, traditional meals can vary. However, traditional meals include for example Apple Pie, a common dessert in the US that is eaten throughout the year. A popular meal is a sandwich with peanut butter and jelly (jam). Then, Twinkies are small cakes with creamy filling. Americans are known for their pancakes style. They are usually eaten for breakfast and can be topped with peanut butter, caramel, fruit and maple syrup which cannot be missed. The most well-known and unique pizza is Chicago-style pizza. Further, a thick and creamy broth with fish or shellfish, potatoes, onions and bacon meal called Clam chowder is the most popular one in New England. Hawaiian dish, Lomi-lomi salmon, can be found at many Hawaiian festivities and it is prepared by mashing the fish with one's fingers. Cajun food comes from Louisiana and it typically consists of fish-based dishes and it is spicy. Next food is popular amongst the black communities. Soul food belongs to an important part of the Southern African-American culture. Simple food and dishes are often based around pork. In the US there are a lot of fast-food restaurants and also ones that offer foreign cuisine. The favorites include burgers, hot dogs, fried chicken, pizza, pancakes and others. For Americans, it is quite common to eat out. Many restaurants are open 24 hours a day.

(Brendlová 1996, Fraus 2008, Fraus 2009, Mountney and Anténe 2018 and Peprník 1927)

2.8 People

The **British** do not feel important as themselves but are rather represented as an important nation. People are aware of their country is well known and well respected throughout the world.

The British can be characterized as not fervently patriotic, the cult of the amateur and prone to running themselves down. They are also known for fair play, sportsmanship and prefer middle ways to expressionism or fanaticism. The British represent modesty and understatement rather than being aware of abilities or cleverness. Showing off wealth is considered to be vulgar, so the worst dressed in the room might own huge properties. Gentlemanhood is one of the positive values that can be still found here. In case tourists and visitors get lost people are ready to help. When entering the home, in many families is not entirely usual to remove outdoor shoes. On the occasion of invitation, a bottle of wine or chocolates is a nice gift for the host.

For British people, greetings are often more casual. Casual conversations often start with the most discussed topic is the weather. Topics such as politics or religion are more likely to be discussed between people who have known each other longer or better. Brits keep work, family, and social life separately. The British tend to guard their privacy, it is considered to be a delicate topic.

English humor is very important and popular, and Brits are proud of it. The British are the source of people that know how to laugh at themselves and everybody else. The object of humor is the Prime Minister and also the Queen.

As the main stereotypes can be presented that the Brits are known for special humor, lack of emotion and politeness. Then, they have bad food and serve warm beer. These people are characterized as people who drink a lot of tea and play cricket. Nevertheless, about Brits is also said that they are having bad teeth.

“British stereotypes have been created or reinforced by figures with whom you may be familiar from history, politics, sport or films.” (Storry and Childs 1997)

Moreover, *Storry and Childs (1997)* mention that *“British people are often considered to be withdrawn and reserved. Stereotypically, they are supposed to undertake their tasks out of duty, without thought of personal gain. Their aims are understated. They are meant to display characteristics of often deceptive British reserve, as in the stylised images of Hugh Grant or Diana, Princess of Wales.”*

On the other hand, there is the figure of the mime ‘Mr. Bean’, embodied by the actor Rowan Atkinson, depicts a kind of embarrassing national stereotype.

As Christianity is the most professed religion, in the life of **Americans** plays a large part. On the basis of this, daily life follows a Christian routine. People grace before eating and go to church on Sunday.

In conversations, anything can be talked about, and Americans prefer to talk too much rather than talk too little. Topics such as family, finances or sexuality are socially acceptable ones. They are social and friendly, also warm and open people. They make friends quite quickly. Americans are also willing to invite people to their homes. However, it should be noted, that due to a bad lifestyle and unhealthy food, a significant number of Americans are obese.

The American dream represents their beliefs and it is an important part of their lives. Americans are taught from birth that they can do anything and be anything. With this goes hand-in-hand

the sense of being proud of their accomplishments and their selves. They are great patriots and proud of their country. Moreover, Americans move house more than most Europeans, in line with achieving your dream.

“The American Dream is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.” (James Truslow Adams, The Epic of America, 1931)

Americans are seen as optimists. Their humor is based on a sense of optimism, which again is connected with the reflection on the American dream. In American comedies, everything will turn out fine in the end. In the US are very popular Stand-up comedies.

(Fraus 2008, Fraus 2009, Mountney and Anténe 2018, Storry and Childs 1997)

2.9 Media

There are two types of media in the **UK**, local and national. Even though the local media is mostly free, the national media is still more popular. Broadsheets and Tabloids fall under the newspaper section and represent two different types. Broadsheets are more formal in format, then larger in size and include topics from the field of economy, business or politics. Famous broadsheets are for example The Telegraph, The Guardian and The Times which are the oldest ones. Whereas tabloids are smaller, less formal, contain a lot of pictures and focus on topics such as celebrities or sports. Examples of popular tabloids are The Daily Mail or The Sun. Popular are also magazines, especially among women. Topics such as health, cooking, gardening, DIY, celebrity, fashion, music and hobbies are favored. Well-known women's magazines are Cosmopolitan, Harper's Bazaar, Tatler, Vogue, Hello and OK.

Furthermore, the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA) are licensed services that provide television and radio broadcasting. The world's first public television service in 1936 was made possible by the BBC. There are four standard television channels BBC 1, BBC 2, ITV and Channel 4. It is the same with radio where

are stations Radio 1, Radio 2, Radio 3 and Radio 4. Both broadcasting services can be gained a great picture of British life and culture. TV programs which are so-called soap operas (soaps) are the most popular ones. These are serial dramas based on everyday life. Famous British TV shows are for example Sherlock Holmes, Doctor Who, Mr. Bean, the Great British Bake Off, Downton Abbey and Strictly Come Dancing.

Besides, BBC provides world service as well. Broadcasts are interpreted in other 33 languages around the world. People can rely on the BBC to get the best information. Each day, there are on-air English language programs for 24 hours. The BBC also provides English language learning sites, where programs are available and as podcasts can be downloaded for free.

Similar to the UK, there are two types of media in the US, local and national. There can be national, state-wide or small local are Newspapers, television and websites. Media is usually private. There are about 1500 TV stations. In the US, it is normal for children to watch television from a very young age. The most popular method of getting news is the online news, but television is not far behind. There are three major networks, ABC (American Broadcasting Company), CBS (Columbia Broadcasting System) and NBC (National Broadcasting Company). Nowadays, only around 20% of Americans get news from newspapers. These numbers include the older generation. To most important magazines belong The New Yorker, Esquire, GQ and Harper's.

(Fraus 2008, Fraus 2009, Mountney and Anténe 2018 and Veselý 1987)

2.10 Art

Literature is one of the most famous sorts of art coming from the UK. The Lord of the Rings, Pride and Prejudice, His dark Materials, The Hitchhiker's Guide to the Galaxy and Harry Potter and the Goblet of Fire belong to the UK's favorite books. The well-known authors are for example Charles Dickens (Oliver Twist), Oscar Wilde (The Picture of Dorian Gray), J.K. Rowling (Harry Potter books), J.R.R Tolkien (The Lord of the Rings), Robert Burns (Poems), Jane Austen (Pride and Prejudice), Roald Dahl (Charlie and the Chocolate Factory), George Orwell (Animal Farm), Lewis Carroll (Alice in Wonderland), and the legendary William Shakespeare, who is the most famous author of all time. In connection with Shakespeare, there is the Globe Theatre in London, which is known for the performances of Shakespeare's plays. Shakespeare's most famous tragedies are Romeo and Julie, Hamlet, King Lear and Macbeth.

Two other literary works should be mentioned as well, the Canterbury Tales written by Geoffrey Chaucer and the most important epic poem Beowulf.

London is the center of theatrical activity. Besides the Globe Theatre, there is another famous theatre in London called West End. Next, in London can be found famous museums such as The British Museum, The Natural History Museum and The Science Museum. There can be found also galleries. In the National Gallery can be seen paintings by almost all the greatest European masters. Another famous gallery is The Tate Gallery which is represented in London by the Tate Modern and Tate Britain Gallery.

The UK is well-known thanks to legendary music bands such as Queen, The Beatles, The Rolling Stones and Radiohead but also thanks to artists such as David Bowie, Elvis Costello and Adele. The up-and-coming bands can get the UK's well-known Mercury prize. There are many festivals of all arts that took place in the UK. Glastonbury, Download, Reading Leeds (rock and popular music), Womad and Straw Bear (folk), The Proms (classical music), Edinburgh Festival (theatre), Edinburgh Fringe (comedy) and the BFI Film Festival (film) are examples of the most famous one. In connection with films, the grandest prize for film and television is the BAFTA award. The most famous films are based on book stories created by UK writers. Some of the examples that were already mentioned by literature are books that were made into films such as The Lord of the Rings, Pride and Prejudice and the Harry Potter series. Other examples are the Bond movies, Atonement or Love Actually. In terms of actors, the famous ones are Christian Bale, Hugh Grant and Ralph Fiennes. From actresses for example Kate Winslet, Emma Watson or Keira Knightley. As the last, there are also some well-known series such as Bridgeton, The Crown or Peaky Blinders.

Notable authors of **American** literature include Mark Twain (The Adventures of Huckleberry Finn), Ernest Hemingway (The Old Man and the Sea, Nobel Prize), F. Scott Fitzgerald (The Great Gatsby), John Steinbeck (The Grapes of Wrath, Nobel Prize), Edgar Allan Poe (The Raven), Alex Haley (Queen) and Stephen King (The Green Mile). A well-known literature award is the Pulitzer Prize.

The US's most famous and prestigious theatre is called Broadway. The most famous Galleries are the National Gallery of Art in Washington D.C., San Francisco Museum of Modern Art, Art Institute of Chicago, Metropolitan Museum of Art in NY, Guggenheim Museum in NY and the Museum of Fine Arts in Boston. Art galleries are often private. Further, the most famous museums are the National 9/11 Memorial & Museum (NY), National WWII Museum (LA),

Smithsonian National Air and Space Museum (Washington, D.C.), American Museum of Natural History (NY) and the National Baseball Hall of Fame and Museum (NY).

The third-largest film industry in the world can be found in Los Angeles, California, and its name is Hollywood. It has its sign on top of Mount Lee. The Academy Awards (Oscars) are the most prestigious film awards. The award is presented annually by the American Academy of Motion Picture Arts and Sciences. From acting movie stars, samples such as Elisabeth Taylor, Marilyn Monroe, Henry Fonda, Harold Lloyd or Grace Kelly. Later on, Meryl Streep, Johnny Depp, Jennifer Aniston, Leonardo DiCaprio, Angelina Jolie, and Brad Pitt.

From the music industry, the name of jazz legend Louis Armstrong must be mentioned. Music legends from the 40s-70s represent for example Elvis Presley, Bob Dylan, Johnny Cash, Frank Sinatra, Tina Turner, Lisa Minnelli or Diana Ross. Then, music artists from the 80's such as Michael Jackson, Janet Jackson, Madonna, Whitney Houston or Cher. Recently, from popular artists, there are for example Taylor Swift, Billie Eilish, Katy Perry, Miley Cyrus, Eminem, Justin Bieber, Justin Timberlake and Bruno Mars. There are many festivals of all arts that took place in the US, such as Coachella (music), Tomorrowland (music), SXSW (film & music), Sundance (film) or San Diego Comic-Con (entertainment). Among significant music bands belong for example Nirvana, Metallica, Linkin Park, Green Day, Bon Jovi, Red Hot Chili Peppers or Guns N' Roses.

(Fraus 2008, Fraus 2009, Mountney and Anténe 2018)

2.11 Leisure

About half of **British families** have a pet, usually a cat or a dog. Amongst children are also popular fishes, hamsters or birds. Free time is mostly spent at home, by watching television, listening to music or entertaining friends. Besides, British families like to make weekend trips. These trips include places such as parks, museums, stately homes and shopping centers. On the occasion of the long weekend, Britons like to travel to different European destinations. The British also like to spend the weekend by traditional hobbies, for example do-it-yourself, home improvement or gardening. The most popular sports which are organized, taught, trained or participated in are football, golf, cricket and horse riding. Walking in the countryside and cycling are favorite activities as well. A popular game played especially by older women is

called Bingo and this game has also its clubs. An admirable thing is that a lot of people spend their free time working for voluntary organizations.

Americans do not really spend their leisure time by hiking or walking. They rather stay at home, give parties or go to restaurants. People like to watch parades (e.g. Thanksgiving and Veteran's Day) and attend special events (Easter egg-rolling, the cherry blossom festival, kite-flying, rodeos and fiestas). We must not forget to mention Disneyland. Watching games of American football and baseball is a family affair. Other activities which Americans do are bowling, golf clubs, music lessons, volunteer work for charitable purposes, etc.

(Brendlová 1996, Fraus 2008, Fraus 2009, Peprník 1927)

2.12 Sport

The national game is called Cricket and likewise, many other games have English origin. Unfortunately, cricket is only played in the UK, Australia, South Africa and some other Commonwealth countries because it has never been adopted in foreign countries. Schools and universities have their own cricket clubs and there are even clubs in towns and villages.

Another favorite sport is Football and there are two types of it. There is Association football (soccer) and Rugby football (rugger). There is a town in the Midlands called Rugby where this game was developed and obviously after which this sport got its name. To understand the difference between football and rugby, *it was once said that "football is a gentlemen's game played by hooligans, whereas rugby is a hooligan's game played by gentlemen"* (Fraus 2009). In the UK, every large town has at least one professional football club. Into Football League belong professional clubs from England and Wales. These well-known clubs are Manchester United, Chelsea, Arsenal and Liverpool. The top clubs have a lot of foreign players as a part of the team. Among others, football is played in separate teams. There is no single UK or British team but there are teams of England, Wales, Scotland and Northern Ireland. In comparison with cricket, football is a more popular sport to watch. Famous English football players are for example Alan Shearer, Frank Lampard, Steven Gerrard, Harry Kane, Jamie Vardy and David Beckham.

Moreover, among not-so-popular sports belongs ice hockey. There is also another version of this sport called hockey, sometimes called field hockey, which is played with a ball and hooked sticks. This sport is more played by women than men.

The most popular summer sport is tennis. This sport is mainly popular due to Wimbledon which is a law competition held in London. A lot of people play this sport and there are many tennis clubs and tennis courts to be found. The next popular sport is Golf, which has Scottish origin.

On the list of favorite sports of the Royal family belong polo, horse riding and shooting. There is a one-week festival of horse racing called Royal Ascot where the Queen and celebrities are attended. It takes place near Windsor and is held in June.

Popular sports of **Americans** include for example auto racing, boxing, golf, hunting, fishing, beer pong, track and field.

Among women's sports, the most popular is the WNBA (basketball) and the WNSL (soccer). Then, women do yoga, body-building, aerobics, and some other fitness exercises by watching a video at home.

There is a term 'Big 4' that refers to the four most popular professional sports leagues in the US. First is the National Football League (NFL, American Football). Here compete 32 teams, which are split into 2 conferences, so each team plays 16 games. The winners go on to compete in the Super Bowl, which is the most-watched TV program in the USA. Second is the National Basketball Association (NBA). Here compete 30 teams, in 2 conferences and each team plays 82 games. Third is the Major League Baseball (MLB). Baseball belongs to the most played sport in the US. There are 30 teams in 2 leagues. Per season, 162 games are played. Fourth is the National Hockey League (NHL). In the NHL play 31 teams, also in 2 conferences. Each team plays 82 games per season.

In the US, most high schools and colleges have teams of sports such as baseball, basketball, American football and some others. Sport is a good means to bring people of different backgrounds, races and religions together.

Famous athletes include Tiger Woods, Michael Jordan, Serena Williams, Venus Williams, Kobe Bryant, Tom Brady or Simone Biles.

(Fraus 2008, Fraus 2009, Mountney and Anténe 2018, Veselý 1987)

2.13 Customs and traditions

It is known that there are thousands of legends from Britain. The most common ones are Saint George, King Arthur, Robin Hood and Lady Godiva. Saint George was born in Turkey and was

martyred in Palestine. There are stories told about this saint. One legend tells of his slaying of a dragon on a hill at Uffington, which is near to Oxford. Saint George is the patron of the English. King Arthur is considered to be more a mythical figure because many historians question its existence. Even though, there are lots of books and epic poems based on this legend. The famous ones are for example *Morte d'Arthur* by Sir Thomas Malory, *Idylls of the King* by Alfred Tennyson and *Parsifal* by Richard Wagner. This legend is known for its honesty, chivalry and brave behaviour, which was based on a strong Christian moral code. Next, Robin Hood is known as the one who robbed the rich and gave to the poor. This brigand, who lived in Sherwood Forest in the 12th century, is still a popular figure that can be found in books, TV dramas and video games. The last legend to be mentioned is the Lady Godiva. This lady was a noblewoman from the 12th century who rode naked on horseback through the streets of Coventry. It was done as a protest against unfair taxes.

Between typical British symbols belong the monarch, flying the flag, the oak tree, John Bull, the London bus and the red telephone box. Most of the national anthems praise each country itself, but even this country is democratic its inhabitants sing about their Queen. The British flag or Union Jack was already mentioned and described, see chapter 2.1. The oak tree is a symbol due to King Charles II. who thanks to hiding in an oak tree escaped from being captured in exile. From oak were also made ships in the 16th to the 18th century. John Bull was a character portrayed with a bulldog, who represented the nature of a typical Englishman. The Routemaster double-decker bus represents the classic London bus. The first of its type was introduced in 1956. Nowadays, in London are kept a few of them for tourists. In some places, there are traditional red telephone boxes and the red letter (pillar) boxes still preserved. The telephone box was designed in 1924 by Sir Gilbert Scott.

Tradition is firmly linked to this country. Tourists from all over the world have the opportunity to see the Changing of the Guard in London, the Trooping of the Colour or The Lord Mayor's Show.

(Fraus 2009)

2.14 Holiday and festivals

Christmas

Christmas Day is on the 25th December, so the main celebration falls on this day. There is Father Christmas, also known as Santa Claus, who brings gifts. Small presents are put into socks or stockings, that children left at the end of the bed on Christmas Eve. Mostly, the presents found under the tree are opened at breakfast time on December 25th. Christmas dinner consists of roast turkey, roast potatoes and vegetables, Christmas pudding, mince pies (pastry filled with a mixture of fruit and nuts) and sweets. Christmas cake is served at tea-time. On the 25th December a Carol service in church is attended, where Christmas hymns and carol forms are sung. A midnight mass on the 24th December can be attended as well. On the 26th December is also a public holiday and on this day friends and relatives are visited. This day is called Boxing Day.

During the Christmas holidays, houses are covered with Christmas decorations, a Christmas tree with candles and glass baubles is placed in the corner of the front room, and mistletoe with holly (an evergreen with shiny pointed leaves and red berries) cannot be missed too.

Traditionally, the Royal family stays in the Sandringham Castle over the Christmas holidays and on Christmas day at 3 p.m. is the time for the Queen's Christmas Message.

An interesting thing is that Trafalgar Square in London is decorated with a Christmas tree which is an annual gift from Norway.

New Year's Eve and New Year's Day

On the 31st December people celebrate the coming of the new year. Many people go to Trafalgar square where they sing and dance. It is the eve of the long party. When the chimes of Big Ben strike midnight a Scottish song Auld Lang Syne is sung. In Scotland, is also used the term Hogmanay for New Year's Eve. Of course, the midnight firework must not be missed. On the 1st January, to celebrate the new calendar year. A spectacular party takes place at Times Square in New York.

St Patrick's Day

This day is a public holiday for Northern Ireland. It is celebrated on 17th March in honour of the saint Patrick who brought Christianity to Ireland and who died on this very day. It is not celebrated just here but elsewhere in the world because this festival is getting popular. People are dressed in clothes of green colour, they drink green drinks and eat green food, and they are dancing and having fun. The symbol of this festival is the green shamrock, which signifies the Holy Trinity. It is celebrated in the USA as well.

Easter

Easter includes Shrove Tuesday (Pancake Day), Ash Wednesday, Good Friday, Palm Sunday and Easter Monday. Pancake Day, from the name of the day is clear that on that day pancakes are eaten in large numbers and even pancake races are held. On Good Friday people eat hot cross buns (small, sweet buns with raisins and with a cross shape of sugar icing on top), which can be toasted and eaten with butter. There are special church services held on this day. There is an Egg hunt on Easter Sunday when children look for Easter eggs hidden in the garden by the Easter Bunny. Eggs are the symbol of new life and represent the start of spring. The Easter eggs are not painted eggs but chocolate eggs. Easter Monday is a bank holiday, for many people it is an opportunity to go on some sporting events such as football or horse-racing or to travel to the seaside.

St Valentine's day

Valentine's Day is very popular. The celebration of it falls on the 14th February. There are sold millions of flowers and chocolates and millions of Valentine cards are sent. It is a day for expression and sharing of love.

Mother's day

On this day, mothers get flowers, cards or small gifts. Mother's Day falls on the second Sunday in May (Mothering Sunday). This day is celebrated in places all over the world. It is an opportunity to thank, pleased or show love to a mother.

Father's day

This day falls on the third Sunday in June. This day is celebrated in some places in the world. Similar to Mother's Day, Father's Day is also an opportunity to thank, pleased or show love to father and get gifts from children.

Guy Fawkes Night

This night falls on the 5th November and is known under the terms such as Guy Fawkes Night, Bonfire Night or Fireworks Night. It is the night of large bonfires and fireworks, which are set off in the terms of recall of failed Gunpowder Plot in the English Parliament in 1605. Its aim was to kill King James I. The assassin was arrested and hanged. In addition, there is a dummy effigy Guy Fawkes made of straw and old clothes that is burnt on a bonfire.

Thanksgiving Day

There is official federal holiday on the 4th Thursday in November to honour and give thanks for one's blessings.

The Queen's Birthday

The Queen's official birthday is on the 21st April. However, there is also an "official" birthday of the Queen that is celebrated as well on the second Saturday of June. The birthday held in summer is a public celebration for the nation. The celebration is mostly in London, and it is accompanied by parades and salutes. The Queen meets supporters on this day.

President's Day

Falls on the 3rd Monday in February in honour of the first US President, George Washington, and all Americans presidents.

Independence Day

This day is celebrated on the 4th of July to celebrate the founding of the USA.

Columbus Day

This day falls on 2nd Monday in October to celebrate the discovery of the Americans.

Martin Luther King Day

Falls on 3rd Monday in January to celebrate the life of the civil rights leader.

Burns Night

In Scotland, on the 25th of January, the honour is paid to one of the nation's famous historical figures, Robert Burns. It is celebrated with poems of the poet and Burns supper with haggis are served and toasts to the poet are drunk.

Remembrance Day

Remembrance Day falls on the nearest Sunday to the 11th of November. On this day, the end of the World War I was declared. It is an honour of all who died in world wars or other conflicts. These are remembered with two minutes of silence at 11 a.m. Members of the Government and the armed forces among with the Queen who leads the remembering ceremony in which everyone participates together. Military and civilian survivors are present at the ceremony as well. The remembrance symbol represents the red poppy from Flanders field that is worn on this day. Due to that, this day is also known under the name Poppy Day. However, this day is

also called Armistice Day. In the USA, the day of the victims of war is the last Monday in May (**Memorial Day**). There is also **Veteran's Day** on the 2nd Monday in November.

May Day

In the UK, it is celebrated rather in villages than in cities. On this day, folk and children dance around a maypole and during a dance, they are tying brightly coloured ribbons around it. It falls on the 1st of May of the first Monday of May.

Halloween

Even it is more an American festival, in this country it is celebrated as well. It is also known under the terms of the Eve of All Saint's Day or All Hallows Day. This festival is associated with ghosts. Halloween takes place on the 31st October and it is the day when people are dressed up in costumes (popular are ghosts and witches). There are played different games such as trying to eat an apple from a bucket of water without using their hands or cutting faces in pumpkins, where then a candle is placed. On Halloween, mostly children go from door to door and ask for sweets or money, it is better to get them some otherwise when children get nothing, they threw eggs or spill flour on the front door. This is called "trick or treat".

On the 1st of November family and friends are remembered in church services.

(Brendlová 1996, Fraus 2009, Mountney and Anténe 2018, Peprník 1927)

The National Anthem of the UK



1. God save the Queen

III *Messtoso* *National Anthem*

1. God save our gra - cious Queen! Long live our
 no - ble Queen! God save the Queen! Send her vic -
 to - ri - ous, Hap - py and glo - ri - ous,
 Long to - reign o - ver us, God - save - the Queen!

- | | |
|--|--|
| <p>1. <i>God save our gracious Queen!</i>
 <i>Long live our noble Queen!</i>
 <i>God save the Queen!</i>
 <i>Send her victorious,</i>
 <i>Happy and glorious,</i>
 <i>Long to reign over us,</i>
 <i>God save the Queen!</i></p> | <p>2. <i>Thy choicest gifts in store</i>
 <i>On her be pleased to pour,</i>
 <i>Long may she reign!</i>
 <i>May she defend our laws,</i>
 <i>and ever give us cause</i>
 <i>To sing with heart and voice</i>
 <i>God save the Queen!</i></p> |
|--|--|

The National Anthem of the USA

The Star Spangled Banner
(The United States National Anthem)

Francis Scott Key J. S. SMITH
Arranged by William J. Krauss

Oh say can you see, by the dawn's early light
What so proudly we hail'd, As the
stripes and bright stars, through the peril-ous fight,
O'er the ram-parts we watch'd, as we
twi-ght's last gleam-ing. Whose broad
stream-ing. And the rock-ets' red glare, the bombs burst-ing in
gal-lant-ly
air, gave proof through the night that our
flag was still there, Oh say, does that star-span-gled
han-ner yet wave, O'er the land of the free and the home of the brave.

The Map of the UK



The Map of the USA

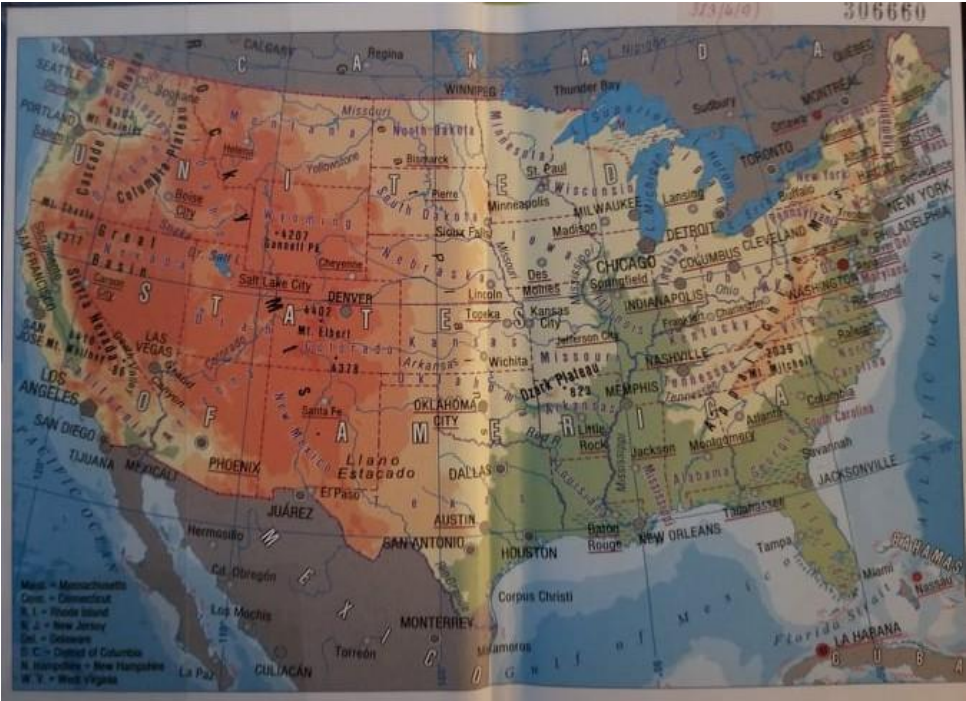


Table from the book Foreign Language Teaching in Schools in Europe

‘National Summary Tables on Foreign Language Curricula’

CZECH REPUBLIC

Základní škola ⁽¹⁾ ⁽²⁾ ⁽³⁾ (continued)

	Objectives / Contents	Methodology
Grammatical aspects	<p>– becoming passively familiar with British and American English in different regional variations; only British usage is to be adopted in productive mastery of the language. All lexical fields in the classification are referred to except animals.</p> <p>Reflecting on language The knowledge of a foreign language helps to deepen pupils' understanding of their mother tongue.</p>	<p>Reflecting on language Emphasis on stylistic norms of expression in the mother tongue when doing translations.</p>
Socio-cultural aspects	<p>Knowledge of other cultures <u>First stage</u> Becoming acquainted as appropriate with the life and culture of the countries in the target-language area as well as other, mainly European, countries. <u>Second and third stages</u> Becoming acquainted to a greater extent with socio-cultural aspects of the language area concerned.</p> <p>Understanding people from other cultures Developing a capacity for understanding, tolerance and sincerity through communication in a foreign language.</p>	<p>Knowledge of other cultures Activities: exchange of correspondence with children from other countries.</p> <p>Understanding people from other cultures <i>No explicit information.</i></p>
Cognitive and affective aspects	<p>Fostering independent learning Consolidating the working skills and reflexes needed for the effective mastery of foreign languages in conjunction with other taught subjects (auto-corrective skills). Establishing a foundation on which mastery of the target language (and possibly other languages) may be developed through further study.</p> <p>Fostering personality development Contributing to the general development of the personality. <u>First stage</u> Stimulating the children's interest in the study of foreign languages and encouraging them to develop a positive attitude to the subject.</p>	<p>Fostering independent learning Activities: preparation for independent reading of more extensive texts.</p> <p>Fostering personality development Language teaching recommendations: the curriculum encourages the teacher to develop the imagination and fantasy of children.</p>

(1) The term **Základní škola** can refer both to a type of school and to a specific educational programme implemented by it.

(2) There are three possible programmes during the **Základní škola** which represent different approaches in the educational process: the **Základní škola** programme attaches special importance to cognitive learning, the acquisition of knowledge and preparation for an academic career; the *obecná škola* programme lays emphasis on the development of civic attitudes and the ability to obtain and interpret information; and, finally, the **Národní škola** programme highlights the need for diversity in syllabuses and methods, and focuses on aims rather than particular areas of knowledge. Parents can choose from these three programmes.

All three schools have basically identical curricular requirements for foreign language learning. However, this may start earlier in the **Národní škola** which provides cross-curricular language learning from the first year onwards.

(3) There is no specific curriculum for the lower years of the *gymnázium*. Pupils aged 11-15 follow the second and the third stages of the **Základní škola** programme.

ŠVP ZŠ UNESCO

Učební plán pro 2. stupeň – jazykové zaměření								
Vzdělávací oblast	Vzdělávací obor – vyučovací předměty	Ročník, počet hodin za týden				Předměty celkem hodin týdně	Z toho disponibilních hodin	Součet hodin za vzděl. oblast
		6.	7.	8.	9.			
Jazyk a jazyková komunikace	Český jazyk a literatura	4	4	4+1	3+2	18	3	43
	Cizí jazyk	3	3	3+1	3	13	1	
	Další cizí jazyk	0+3	0+3	3+0	3+0	12	6	
Matematika a její aplikace	Matematika	4	4	4+1	3+2	18	3	18
Informatika	Informatika	1	1	1	1	4	0	4
Člověk a společnost	Dějepis	1	2	1	2	6	0	10
	Výchova k občanství	1	1	-	1	3		
	Finanční gramotnost	-	-	1	-	1		
Člověk a příroda	Fyzika	2	2	1	1	6	1	21
	Chemie	-	-	1+1	1	3		
	Přírodopis	2	2	1	1	6		
	Zeměpis	2	2	1	1	6		
Umění a kultura	Hudební výchova	1	1	1	1	4	0	9
	Výtvarná výchova	2	1	1	1	5		
Člověk a zdraví	Výchova ke zdraví	-	-	1	1	2	0	10
	Tělesná výchova	2	2	2	2	8		
Člověk a svět práce	Pracovní činnosti	1	1	-	1	3	0	3
	Volitelné předměty – ostatní	0+1	0+1	0+1	0+1	4	4	4
Povinných vyučovacích hodin, z toho disponibil.		26+4	26+4	26+5	26+5	122	18	

Jazykové zaměření představuje rozšířenou výuku cizích jazyků – v 6., 7. a 9. ročníku 3 hodiny Cizího jazyka + 1 hodina Konverzace v cizím jazyce, v 8. ročníku 4 hodiny Cizího jazyka + 1 hodina Konverzace v cizím jazyce a navíc ještě v 6., 7., 8. a 9. ročníku 3 hodiny Dalšího cizího jazyka podle zájmu (anglický, francouzský, německý, ruský nebo španělský jazyk). Samozřejmě Cizí jazyk se musí lišit od Dalšího cizího jazyka.

Volitelné předměty – jazykové zaměření				
Název volitelného předmětu	Ročník, počet hodin za týden			
	6. ročník	7. ročník	8. ročník	9. ročník
Konverzace v cizím jazyce	1	1	1	1

Zařazení předmětů speciálně pedagogické péče

V případě žáků s příznými podpůrnými opatřeními je možné na základě doporučení ŠPZ a stupni podpory využít v IVP disponibilní časovou dotaci k zařazení předmětů speciálně pedagogické péče, např.:

- Logopedická péče
- Řečová výchova (rozvoj verbálních schopností)
- Reedukace specifických poruch učení
- Nácvik studijních strategií
- Rozvoj grafomotorických dovedností
- Rozvoj percepčních dovedností (zrakové, sluchové vnímání, prostorová a pravolevá orientace, vizuomotorika)
- Zdravotní tělesná výchova
- Nácvik sociálně-komunikačních dovedností
- Rozvoj strategií řešení problémů
- Podpora sebekontroly a regulace emocí
- Relaxační techniky
- Trénink pozornosti

Vzdělávací obsah těchto předmětů bude přizpůsoben vzdělávacím možnostem a předpokladům žáka s příznými podpůrnými opatřeními v rámci IVP.

Poznámky ke vzdělávání žáků se speciálními vzdělávacími potřebami a ke vzdělávání žáků nadaných a mimořádně nadaných: podrobně viz kapitoly 3.3. a 3.4.

Ve všech ročnících může být výuka realizována formou školy v přírodě po dobu jednoho týdne ve školním roce.

Vzdělávací obsah vzdělávacích oborů Cizí jazyk a Další cizí jazyk je možné nahradit v nejlepším zájmu žáka s příznými podpůrnými opatřeními od třetího stupně dle § 16 odst. 2 písm. b) příslušné vyhlášky jiným vzdělávacím obsahem v rámci IVP.

Vzdělávací obsah vzdělávacího oboru Další cizí jazyk je možné nahradit v nejlepším zájmu žáka-cizince vzdělávacím obsahem vzdělávacího oboru Cizí jazyk.

ŠVP ZŠ OSTROH

Předmět: Anglický jazyk			Ročník:6.
Očekávané výstupy z RVP ZV	Školní výstupy	Učivo	Průřezová témata, mezipředmětové vztahy
<p><i>Poslech s porozuměním</i></p> <p>Rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně.</p> <p>Rozumí obsahu jednoduché a zřetelné vyslovované promluvě či konverzaci, která se týká osvojovaných témat.</p> <p><i>Mluvení</i></p> <p>Zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích</p> <p>Mluví o své rodině, kamarádech, škole, volním čase a dalších osvojovaných tématech</p>	<p>Rozumí jednoduchému projevu a konverzaci.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Dorozumívá se v běžných každodenních situacích: Požádá o službu.</p> <p>Vyzádá si potřebné informace.</p> <p>Dokáže jednoduchým způsobem popsat své zážitky na dané téma s použitím minulého času.</p>	<p>Zvuková a grafická podoba jazyka – rozvíjení dostatečně srozumitelné výslovnosti a schopnosti rozlišovat sluchem prvky fonologického systému jazyka, slovní a větný přízvuk, intonace, ovládnutí pravopisu slov osvojené slovní zásoby</p> <p>Slovní zásoba – Rozvíjení dostačující slovní zásoby k ústní i písemné komunikaci vztahující se k probíraným tematickým okruhům a komunikačním situacím, práce se slovníkem</p> <p>Tematické okruhy – Domov, rodina, bydlení, škola, volný čas, kultura, sport počasí, příroda, cestování</p> <p>Mluvnice – Rozvíjení používání gramatických jevů k realizaci komunikačního záměru žáka (jsou tolerovány elementární chyby, které narušují smysl sdělení a porozumění)</p>	<p>MKV - multikulturalita</p> <p>ŽZ – zdravý životní styl (6. roč.)</p> <p>Umění a kultura – výtvarné zpracování projektů</p>

<p><i>Čtení s porozuměním</i></p> <p>Vyhledává požadované informace v jednoduchých každodenních autentických materiálech.</p> <p>Rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace.</p> <p><i>Psaní</i></p> <p>Vyplní základní údaje o sobě ve formuláři.</p> <p>Napiše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat.</p> <p>Reaguje na jednoduché písemné dělení.</p>	<p>Plynule čte přiměřené dlouhé texty.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Píše jednoduché, gramaticky správné věty.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Dokáže jednoduchým způsobem popsat své zážitky na dané téma s použitím minulého času.</p> <p>Umí vyplnit formulář.</p>		<p>ŽZ – jak trávím volný čas s rodinou (6.roč)</p> <p>Výchova ke zdraví – Zdravá výživa (6.roč)</p> <p>MV – práce v realizačním týmu</p>
--	---	--	--

Předmět: Anglický jazyk			Ročník: 7.
Očekávané výstupy z RVP ZV	Školní výstupy	Učivo	Průřezová témata, mezipředmětové vztahy
<p><i>Poslech s porozuměním</i></p> <p>Rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně.</p> <p>Rozumí obsahu jednoduché a zřetelně vyslovované promluvě či konverzaci, která se týká osvojovaných témat.</p> <p><i>Mluvení</i></p> <p>Zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích</p> <p>Mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech</p>	<p>Rozumí jednoduchému projevu a konverzaci.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Podá stručné zeměpisné informace o Velké Británii a USA.</p> <p>Dokáže pohovořit o tom, čím se baví ve volném čase.</p> <p>Účinně spolupracuje v rámci skupiny.</p> <p>Dokáže převyprávět obsah přiměřeně náročného textu.</p>	<p>Zvuková a grafická podoba jazyka –</p> <p>Rozvíjení dostatečně srozumitelné výslovnosti a schopnosti rozlišovat sluchem prvky fonologického systému jazyka, slovní a větný přízvuk, intonace, ovládnutí pravopisu slov osvojené slovní zásoby.</p> <p>Slovní zásoba –</p> <p>Rozvíjení dostačující slovní zásoby k ústní i písemné komunikaci vztahující se k probíraným tematickým okruhům a komunikačním situacím, práce se slovníkem.</p> <p>Tematické okruhy –</p> <p>Domov, rodina, bydlení, škola, volný čas, kultura, sport, péče o zdraví, stravovací návyky, počasí, příroda a město, nákupy a móda, cestování, realie zemí příslušných jazykových oblastí.</p>	<p>Zeměpis – Člověk a příroda</p> <p>VDO – občan, občanská společnost, stát, státoprávní uspořádání, realie</p> <p>MV – stavba mediálních sdělení, filmová kritika</p> <p>MKV - multikulturalita</p> <p>D – starověké divadlo (6.roč.)</p>

<p><i>Čtení s porozuměním</i></p> <p>Vyhledává požadované informace v jednoduchých každodenních autentických materiálech.</p> <p>Rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace.</p> <p><i>Psaní</i></p> <p>Vyplní základní údaje o sobě ve formuláři.</p> <p>Napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat.</p> <p>Reaguje na jednoduché písemné sdělení.</p>	<p>Používá dvojjazyčný slovník, vyhledává informaci nebo význam slova.</p> <p>Plynule čte přiměřeně dlouhé texty.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Píše jednoduché, gramaticky správné věty.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Dokáže jednoduchým způsobem popsat své zážitky na dané téma s použitím minulého času.</p> <p>Umi napsat jednoduchý recept, recenzi.</p>	<p>Mluvnice –</p> <p>Rozvíjení používání gramatických jevů k realizaci komunikačního záměru žáka (jsou tolerovány elementární chyby, které nenarušují smysl sdělení a porozumění)</p>	<p>OSV - dovednosti pro učení, hledání pomoci při obtížích, kreativita, organizování práce skupiny, problémy v mezilidských vztazích</p> <p>VMEGS – Jsme Evropané – Keltové, britské a české rodiny</p>
---	---	--	---

Předmět: Anglický jazyk			Ročník: 8.
Očekávané výstupy z RVP ZV	Školní výstupy	Učivo	Průřezová témata, mezipředmětové vztahy
<p><i>Poslech s porozuměním</i></p> <p>Rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně.</p> <p>Rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzaci, která se týká osvojoovaných témat.</p> <p><i>Mluvení</i></p> <p>Zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích</p> <p>Mluví o své rodině, kamarádech, škole, volném čase a dalších osvojoovaných tématech</p> <p>Vypráví jednoduchý příběh či událost, popíše osoby, místa a věci ze svého každodenního života</p>	<p>Rozumí jednoduchému projevu a konverzaci.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Dokáže mluvit o dopravních možnostech v budoucnosti.</p> <p>Hovoří o tom, co lidé v minulosti dělali, používá časové údaje.</p> <p>Dokáže doplnit detektivní příběh.</p>	<p>Zvuková a grafická podoba jazyka -</p> <p>Rozvíjení dostatečně srozumitelné výslovnosti a schopnosti rozlišovat sluchem prvky fonologického systému jazyka, slovní a větný přízvuk, intonace, ovládnání pravopisu slov osvojené slovní zásoby</p> <p>Slovní zásoba –</p> <p>Rozvíjení dostačující slovní zásoby k ústní i písemné komunikaci vztahující se k probíraným tematickým okruhům a komunikačním situacím, práce se slovníkem</p> <p>Tematické okruhy –</p> <p>Domov, rodina, bydlení, škola, volný čas, kultura, sport, péče o zdraví, pocity a nálady, stravovací návyky, počasí, příroda a město, nákupy a móda, společnost a její problémy, moderní technologie a média, cestování, realie zemí příslušných jazykových oblastí</p>	<p>Z- 6. Ročník - časová pásma</p> <p>Vz – evakuační zavazadlo (8.roč)</p> <p>Z – 7. ročník – zeměpis světa</p> <p>MKV – etnický původ a multikulturalita</p> <p>OSV – kreativita, mezilidské vztahy</p> <p>VMEGS – jsme Evropané</p>

<p><i>Čtení s porozuměním</i></p> <p>Vyhledává požadované informace v jednoduchých každodenních autentických materiálech.</p> <p>Rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace.</p> <p><i>Psaní</i></p> <p>Vyplní základní údaje o sobě ve formuláři.</p> <p>Napiše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojoovaných témat.</p> <p>Reaguje na jednoduché písemné dělení.</p>	<p>Plynule čte přiměřeně dlouhé texty.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Píše jednoduché, gramaticky správné věty.</p> <p>Dokáže popsat své představy o budoucnosti.</p>	<p>Mluvnice -</p> <p>Rozvíjení a používání gramatických jevů k realizaci komunikačního záměru žáka (jsou tolerovány elementární chyby, které nenarušují smysl sdělení a porozumění)</p>	<p>Z – 8. ročník Velká Británie</p>
---	--	--	-------------------------------------

Předmět: Anglický jazyk			Ročník: 9.
Očekávané výstupy z RVP ZV	Školní výstupy	Učivo	Průřezová témata, mezipředmětové vztahy
<p><i>Poslech s porozuměním</i> Rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně.</p> <p>Rozumí obsahu jednoduché a zřetelně vyslovované promluvě či konverzaci, která se týká osvojovaných témat.</p> <p><i>Mluvení</i> Zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích</p> <p>Mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech</p> <p>Vypráví jednoduchý příběh či událost, popíše osoby, místa a věci ze svého každodenního života</p> <p><i>Čtení s porozuměním</i> Vyhledává požadované informace v jednoduchých každodenních autentických materiálech.</p> <p>Rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace.</p> <p><i>Psaní</i> Vyplní základní údaje o sobě ve formuláři. Napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat.</p>	<p>Rozumí jednoduchému projevu a konverzaci.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Rozumí sledu událostí v textu.</p> <p>Vede běžnou každodenní konverzaci o tom, co dokázal a co ještě ne, činí rozhodnutí, odmítá návrhy.</p> <p>Dokáže formulovat stručná pravidla, co musí a nesmí.</p> <p>Plynule čte přiměřeně dlouhé texty.</p> <p>Rozumí jednoduchému faktografickému textu k tématu.</p> <p>Píše jednoduché gramaticky správné věty.</p>	<p>Zvuková a grafická podoba jazyka –</p> <p>Rozvíjení dostatečně srozumitelné výslovnosti a schopnosti rozlišovat sluchem prvky fonologického systému jazyka, slovní a větný přízvuk, intonace, ovládnutí pravopisu slov osvojené slovní zásoby</p> <p>Slovní zásoba –</p> <p>Rozvíjení dostačující slovní zásoby k ústní i písemné komunikaci vztahující se k probíraným tematickým okruhům a komunikačním situacím, práce se slovníkem</p> <p>Tematické okruhy – Dům, rodina, bydlení, škola, volný čas, kultura, sport, péče o zdraví, pocity a nálady, stravovací návyky, počasí, příroda a město, nákupy a móda, společnost a její problémy, volba povolání, moderní technologie a média, cestování, realie země příslušných jazykových oblastí</p> <p>Mluvnice –</p> <p>Rozvíjení používání gramatických jevů k realizaci komunikačního záměru žáka (jsou tolerovány elementární chyby, které nenarušují smysl sdělení a porozumění)</p>	<p>MV – stavba mediálních sdělení, filmová kritika, fungování a vliv médií ve společnosti</p> <p>VDO - občan, občanská společnost, stát, význam zákonů a pravidel pro fungování společnosti</p> <p>VZ – integrovaný záchraný systém</p>

Předmět: Konverzace z anglického jazyka			Ročník:9.
Očekávané výstupy z RVP ZV	Školní výstupy	Učivo	Průřezová témata, mezipředmětové vztahy
<p>POSLECH S POROZUMĚNÍM -Rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně -Rozumí obsahu jednoduché a zřetelně vyslovované promluvě či konverzaci, která se týká osvojovaných témat</p> <p>MLUVENÍ -Zapojí se do jednoduchých rozhovorů -Sdělí jednoduchým způsobem základní informace týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat -Odpovídá na jednoduché otázky týkající se jeho samotného, rodiny, školy, volného času a podobné otázky pokládá</p> <p>ČTENÍ S POROZUMĚNÍM -Vyhledá požadované informace v jednoduchých každodenních autentických materiálech -Rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace</p> <p>PSANÍ -Vyplní základní údaje o sobě ve formuláři -Napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat -Reaguje na jednoduché písemné sdělení</p>	<p>Rozumí jednoduchému projevu a konverzaci</p> <p>Rozumí jednoduchému faktografickému textu k tématu</p> <p>Dorozumívá se v běžných každodenních situacích:</p> <p>Požádá o službu Vyžádá si potřebné informace</p> <p>Dokáže jednoduchým způsobem popsat své zážitky na dané téma s použitím minulého času</p> <p>Umí vyplnit formulář</p>	<p>My family, my friends, family relationship, generation problem</p> <p>Leisure time, hobbies, their importance in our lives</p> <p>My house, my flat, my future home</p> <p>My town, my village, way of life</p> <p>Travelling, means of transport</p> <p>Is your food healthy (food, drinks, favourite meal, dieting)</p> <p>Sport and games</p> <p>Weather, seasons of the year</p> <p>My school, my future career, leasing languages</p> <p>People and culture – theatre, cinema, TV, music, reading</p>	



	6. ročník	7. ročník	8. ročník	9. ročník
MULTIKULTURNÍ VÝCHOVA MKV				
Kulturní diference	<u>Z.Hv.D.Vo</u>	<u>Hv.D</u>	<u>Hv.D</u>	<u>Z.Hv. Ri.Vo</u>
Lidské vztahy	<u>D.Vz.Vo</u>	<u>D.Ni.Či</u>	<u>D.Vy. Ni.Vz</u>	<u>D.Ch. Ri.Vo</u>
Etnický původ	<u>Z.Hv. Či. Vo</u>	<u>Z.D</u>	<u>Z.Př</u>	<u>Z</u>
Multikulturalita	<u>Aj.Hv.Vo</u>	<u>Aj.Hv.D.Inf.Vy</u>	<u>Aj.Hv.Inf.Či. Vo</u>	<u>Inf.Ni.Vo.Hv</u>
Princip sociálního smíru a solidarity	<u>Vo</u>			
ENVIRONMENTÁLNÍ VÝCHOVA EV				
Ekosystémy	<u>Př.Vy</u>	<u>Př</u>		<u>Př.Vy</u>
Základní podmínky života	<u>F.Př.Vz</u>	<u>F</u>	<u>F.Z.Vz</u>	<u>F</u>
Lidské aktivity a problémy životního prostředí	<u>Př.D.Pě.Vy.Z</u>	<u>F.Př.D.Vy</u>	<u>F.Ch.Př.D.Vy.Či.Vz</u>	<u>F.Ch.Z.Př.Či.D.Vo.Pě</u>
Vztah člověka k prostředí	<u>Př. Či.Vo.Z.Vz</u>	<u>F.Př.Vy</u>	<u>F.Ch.Z.Vy.Ty</u>	<u>F.Ch.Z.Př.Ni.Vy.Hv</u>
MEDIÁLNÍ VÝCHOVA MV				
RECEPTIVNÍ ČINNOSTI				
Kritické čtení a vnímání mediálních sdělení	<u>Či.F. M</u>	<u>Či.F.M</u>	<u>Či.Ch.D.F.M</u>	<u>Či.Ch.Hv.F.M.Pě</u>
Interpretace vztahu mediálních sdělení a reality			<u>Ch</u>	<u>Ch.Vy</u>
Stavba mediálních sdělení	<u>Či</u>	<u>Či. Aj</u>	<u>Či</u>	<u>Či.Ai</u>
Vnímání autora mediálních sdělení	<u>Či</u>	<u>Či</u>	<u>Či</u>	<u>Či</u>
Fungování a vliv médií ve společnosti	<u>Hv.Vy.D. Vo</u>		<u>Vy.Vz</u>	<u>D.Aj</u>
PRODUKTIVNÍ ČINNOSTI				
Tvorba mediálního sdělení	<u>Vy</u>	<u>Ni.Vy</u>	<u>Ni</u>	<u>Inf.Ni. Ri.Vo</u>
Práce v realizačním týmu	<u>Aj. Ty</u>		<u>Vo</u>	<u>Vy.Vo</u>

Dotazník pro žáky

Thesis – Teaching culture in lower secondary school English lessons

Každá země má svoji vlastní kulturu. Představuje například odlišnosti z oblasti kulturních tradic nebo způsobu života lidí v jiných zemích. Už učením se cizího jazyka vlastně přijímáte jazykovou kulturu dané země. (RVP ZV)

1. Škola
2. Třída
3. Věk
4. Pohlaví
5. Patří angličtina mezi tvůj oblíbený předmět?
6. Kolik je podle tebe anglicky mluvících zemí?
7. Vyjmenuješ některé z nich?
8. Navštívil/a jsi některou z anglicky mluvících zemí? Pokud ano, jakou?

9. Všiml/a sis některého z kulturních příkladů? Pokud ano, jakého?
10. Měl/a jsi příležitost mluvit s rodilým mluvčím?
11. Co se ti vybaví, když se řekne kultura?
12. Poznáváš kulturu cizích zemí rád?
13. Co se ti vybaví, když se řekne Velká Británie?
14. Co se ti vybaví, když se řekne USA?
15. Pochází některý z tvých spolužáků z cizí země?
16. Víš něco o jeho/její kultuře?
17. Kterou z cizí kultur máš rád?
Britskou
Americkou
Žádnou
Jinou:
18. Jaký film/seriál z anglicky mluvících zemí znáš?

19. Jakého hudebního umělce z anglicky mluvících zemí znáš?

20. Jakého herce/herečku z anglicky mluvících zemí znáš?

21. Jakého spisovatele z anglicky mluvících zemí znáš?

22. Jaké další osobnosti z anglicky mluvících zemí znáš? (politici, sportovci, panovníci, ...)

Questionnaire for teachers

Thesis – Teaching culture in lower secondary school English lessons

Each country has its own culture. It represents, for example, differences in the field of cultural traditions or the way of life of people in other countries. By learning a foreign language, you actually accept the language culture of the country. (RVP ZV)

1. School
2. Gender
3. Age
4. How long have you been teaching English?
5. Which English-speaking countries have you visited?
6. Are you interested in culture?
7. Which culture do you like?
8. What does culture mean to you?

9. Do you like to teach about culture?

10. How often do you have a culture class?

11. Do you consider teaching culture as an important part of the curriculum? (If so, why?)

12. Do you think that it is beneficial for learners? (If so, why?)

13. Do the learners show an interest in culture?

14. How do you include the topic of culture into lessons?

15. Is there something from the field of culture that you put more emphasis on?

16. What kind of methods do you use (techniques, strategies, activities)?

17. What kind of materials do you use?

18. Do you create any of them? (If so, include some examples please.)

19. Which textbooks do you use?

20. Which cultures are presented in that textbooks?

21. How are they presented there?

22. Do you think that the textbooks you use contain enough cultural information?

23. Do you think that textbooks should contain some other cultures than that you mentioned in question 20? (If so, which ones and why?)

24. How do you feel about teaching culture at lower secondary school in comparison to what you learned about culture at university?

25. Have you ever taught a learner of a different culture? (If so, which ones?)

26. Does the school include this topic in the curriculum? How?

27. Does your school organize tours to English-speaking countries? (If so, into which ones?)

Possible areas for consideration	Possible questions for coursebook analysis
Price and availability	How much does the coursebook cost? Will students have to buy any extra material (workbook, etc)? Are all the components (coursebook, workbook, teacher's guide, audio, etc) available? What about other levels? Is this good value for money? How much does the whole package (with all the components) cost?
Add-ons and extras	Apart from a workbook, what other extras are offered with the course? Are there Internet sites with extra material (exercises, texts, etc), or with 'meeting places' for users? What else does the publisher offer to support the course? What value should we place on the extras that are available?
Layout and design	Is the book attractive? Is its design appropriate for (a) the students, and (b) the teacher? Does the design of the book make it easy to follow?
Instructions	Are the instructions clear and unambiguous? Are they written in language that the students will understand? Can the coursebook be used by students working on their own, or is a teacher necessary to show them how to use it?
Methodology	What kind of teaching and learning does the coursebook promote? Is there a good balance between <i>study</i> and <i>activation</i> ? How do the authors appear to think that people learn languages and do we agree with them?
Syllabus	Is the syllabus appropriate for our students? Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc) that we would expect? Do we and our students like the sequencing of language and topics, etc? Does the coursebook build in a feeling of progress?
Language skills	Does the coursebook have the appropriate balance of skills? Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)? Are there possibilities for both <i>study</i> and <i>activation</i> in the skills areas? Are the skills activities likely to <i>engage</i> students?
Topics	Does the book contain a variety of topics? On balance, are the topics appropriate for the kind of students who will be using the coursebook? Are the topics likely to <i>engage</i> the students?
Cultural appropriacy	Is the material appropriate for the cultural situation that the students are in? Do the texts contain culturally insensitive material? Are the activities appropriate for the learning culture? Is the coursebook unprejudiced in the way it deals with different customs, ethnicities, races and sexes?
Teacher's guide	Does the coursebook have an accompanying teacher's guide? Is it easy to use? Does it explain things clearly? Does it offer alternatives to the coursebook activities? Does it have all the answers that teachers and students need? Does it provide differentiated activities for fast and slow learners?

Descriptions into questions: a possible coursebook analysis checklist

Contents

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
Introduction p4	Present simple p5 Present continuous p7	Everyday English Classroom discussion p5	Speaking and Listening Finding out about the teenagers p5	
1 My life p8	Past simple: <i>be</i> p9 regular and irregular verbs p9 questions p11	Life stages p8 Families p12 Everyday English Invitations, likes and dislikes p15	Reading My new home p8 My family p12 Speaking Talking about someone you like p9 Talking about your weekend p11 Listening Beatrix Potter p9 What did they do last weekend? p11 Develop your writing <i>so</i> and <i>because</i> p19	Culture Families p16 Across the Curriculum History: early human migration p17 Project Family p19 Song <i>Our house</i> p19
2 The future p20	<i>will</i> for the future p21 <i>will</i> for decisions p23 <i>going to</i> for intentions p27	Space p20 Places p25 Everyday English Useful expressions, offering help, stating intentions p27	Reading Star travellers p20 Your future p24 Speaking About the future p21 Your predictions p25 Listening People's predictions p25 Develop your writing Paragraphs p31	Culture Transport p28 Across the Curriculum Science: the solar system p29 Project The future p31 Song <i>Spaceman</i> p31
3 Times and places p32	Past continuous: affirmative, negative, questions and short answers p33 Past continuous and past simple p35	Collocations p33 Natural disasters p34 Houses p37 Everyday English Useful expressions, responses p39	Reading James's Internet friends p32 A flood p34 Murder in the library p36 Speaking What were they doing? p33 Listening What was in the picture? p33 John Ross murder enquiry p37 Develop your writing <i>but</i> and <i>however</i> p43	Culture Britain p40 Across the Curriculum Geography: time zones p41 Project A country p43 Song <i>Daydream Believer</i> p43

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
4 Cities p44	The definite article <i>the</i> p45 <i>the, a / an</i> p47	Places in a city p45 <i>somebody, anybody, everybody, etc.</i> p49 Everyday English Useful expressions, future arrangements, making arrangements p51	Reading Layla's holiday in London p44 The Tailor of Swaffham p48 Speaking Asking for and giving directions p47 Listening Visiting London p45 Jimmy's and Martha's dreams p49 Develop your writing Using pronouns and possessive adjectives p55	Culture The Big Apple p52 Across the Curriculum History: the plague p53 Project An important city p55 Song <i>Last Train to London</i> p55
5 Experiences p56	Present perfect p57 questions p59 <i>ever and never</i> p59	Experiences p56 Rubbish p61 Everyday English Useful expressions, <i>just</i> + present perfect p63	Reading Ambitions p56 Ken Noguchi and Mount Everest p60 Speaking Talking about what people have done p57 Talking about what you've done p59 Interview with Ken Noguchi / Lewis Gordon Pugh p61 Listening Lewis Gordon Pugh p61 Develop your writing Organizing a text p67	Culture Heroes and heroines p64 Across the Curriculum Computer studies: safety on the Net p65 Project Famous people p67 Song <i>We Are the Champions</i> p67
6 What's up? p68	<i>should / shouldn't</i> p69 <i>must / mustn't, don't have to</i> p71	Something's wrong p68 Phrasal verbs p73 Everyday English Useful expressions, turning down a suggestion p75	Reading Dylan's problem p68 Ashley's camera p72 Speaking Talking about problems and giving advice p69 Talking about school rules p71 Listening Problems and advice p69 School rules p71 The end of a story p73 Writing A story p73 Develop your writing Explaining the meaning p79	Culture Signs p76 Across the Curriculum Health: eyes p77 Project Signs p79 Song <i>Contagious</i> p79
Revision pages	pp18, 30, 42, 54, 66, 78		Grammar summary	Workbook p66
Pronunciation	pp80–81		Wordlist	Workbook p74
Reading	pp82–87		Phonetic symbols	Workbook p79

1



Culture

1 What do you think a typical family is like in your country? Answer these questions.

- 1 Do they usually live in a house or a flat? Does it have a garden?
- 2 How many rooms has a typical home got?
- 3 How many children are there in the typical family?
- 4 Have they usually got a pet? What are typical pets?
- 5 When do young people usually leave home?
- 6 Do people often move away from their home town?
- 7 Do wider families (aunts and uncles, grandparents) live near each other?
- 8 Where do old people usually live?

2 1.14 Read and listen to the text. How is a typical British family different from one in your country?

3 a 1.15 Listen and complete the chart.

	Nick	Grace
lives in?		
lives with?		
has got a pet?		
grandparents?		

b Write about Nick and Grace.

... lives in ... He / She lives with ...

c How are Nick's and Grace's families different from John's?

Families

My name's John and I live in a typical British family.

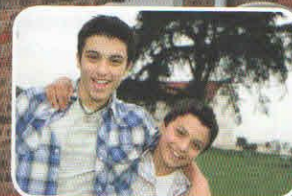
We live in a house with a garden. It's in Bexleyheath, a suburb of London. Our house has got three rooms downstairs – a living room, a dining room and a kitchen. Upstairs there are three bedrooms and a bathroom. We didn't live in this house when I was born. We moved here when I was five years old, because my parents wanted a bigger garden.

Four people live in our house – my parents, my older brother and me. Until two years ago there were five of us, but my older sister left home when she was twenty-one. She still lives and works in London, but she shares a flat with two friends in another part of the city. (It's good, because when she moved out, I got her bedroom, so I don't share with my brother now!) There's one other member of the family in our house, too – our cat.

My parents don't come from London. My dad is from Scotland and my mum grew up in Liverpool. They both moved to London after university to get jobs. So we don't see our aunts and uncles very often, because they all live a long way from London.

My mum's parents now live in Cornwall. I call them Nana and Granddad. They moved to Cornwall when Granddad retired. They've got a small house by the sea. My grandpa (my dad's dad) died a few years ago. Grandma (my dad's mum) lives in Bexleyheath, but she doesn't live with us. She lives in an old people's home.

So that's my family. Of course, not all families are the same. Divorce is common in Britain, so a lot of children live in a single-parent family or in a family with a step-parent and step-brothers and sisters. But we're a very typical British family.



Prepare coursebook



Get started!	10
1 Sports and games	14
2 Tastes wonderful!	18
Culture Festivals	22
3 Great sounds	24
4 A true story	28
Design and technology Logos	32
Review 1	34
5 Fantastic facts	36
6 What a great job!	40
Culture Teens at work	44
7 Going places	46
8 Special places	50
History The history of flight	54
Review 2	56
9 Clothes and fashion	58
10 Buying things	62
Culture Hollywood	66
11 Eating out	68
12 The latest technology	72
Maths Circles	76
Review 3	78
13 Healthy bodies	80
14 In the town	84
Culture Famous British people	88
15 Weather and places	90
16 Amazing animals	94
Geography Tectonic plates and earthquakes	98
Review 4	100
17 What's on?	102
18 Papers and magazines	106
Culture An island in the sun	110
19 School can be fun!	112
20 Families	116
Biology Animals and their habitats	120
Review 5	122
Get talking!	124
Activities	129
Vocabulary list	132
Grammar reference	142
List of irregular verbs	163

UNIT	VOCABULARY	GRAMMAR	PRONUNCIATION
0 Get started! page 10	Classroom objects The alphabet Numbers Dates	<i>there is / there are</i> <i>have got</i> <i>can</i> Present simple	
1 Sports and games page 14	Sports Sports equipment	Adverbs of frequency	<i>/et/ and /at/</i>
2 Tastes wonderful! page 18	Cooking and ingredients Food Meals	Present continuous and present simple	The sound <i>/ə/</i>
Culture Festivals page 22			
3 Great sounds page 24	Types of music Musical instruments Music words that go together	<i>like, don't like, hate, love + -ing</i>	Email addresses, phone numbers and names
4 A true story page 28	Describing things <i>how + adjective</i>	<i>was/were: +, -, ?</i>	Intonation in <i>How ...</i> questions
Design and technology Logos page 32 Review 1 Units 1–4 page 34			
5 Fantastic facts page 36	Common regular verbs The Great Fire of London	Past simple: regular verbs	Past simple verb endings
3 What a great job! page 40	Work Jobs	Past simple: <i>?, -</i>	Word stress
Culture Teens at work page 44			
7 Going places page 46	Holiday activities Holiday expressions	Past simple: irregular verbs	Sounds and spelling
8 Special places page 50	Contents of a room Activities at home	<i>someone, anyone, etc.</i>	<i>/s/ and /z/</i>
History The history of flight page 54 Review 2 Units 5–8 page 56			
9 Clothes and fashion page 58	Clothes Materials	Pronouns and determiners	Words beginning with <i>/s/, /j/, /tʃ/</i>
10 Buying things page 62	Shopping Accessories	Countable and uncountable nouns <i>some, any, a bit of, a few, a lot of</i>	Weak forms: <i>/ə/</i>
Culture Hollywood page 66			

READING	LISTENING	SPEAKING	WRITING	VIDEO
Restaurant menus <i>Street food around the world</i>	Booking a restaurant for a party Ordering street food at a festival	Compare restaurants and choose a restaurant for your party Ask about and order food at a street-food festival Get talking! <i>Sure, no problem, Oh no, that's too ...</i>	An advertisement for a party	Street foods
Computers and the modern world <i>Did you know ...? – facts about computers</i>	Andy talks about his new computer	Compare mobile phones Make true statements Computer survey	An email	Technology
Yes, you can run 5 km in six weeks!	Patients describe their problems and the doctor gives advice Advice about getting fit for a race	Talk about a health problem you had Give advice about health Get talking! <i>Oh dear, Never mind.</i>	Give advice on a chat page	Health problems
Visit Edinburgh	Following directions A visit to Edinburgh	Give directions Talk about visiting cities	Write and understand directions A city guide	
Are they real?	Weather in different parts of the world The Loch Ness Monster	Talk about the weather Say what you were doing at different times in the past Get talking! <i>Right, So ...</i>	An article about a strange animal that people have seen	
A lucky day	Gary talks about his animal helper	Tell a story from pictures Say what animals your family has	An email to a friend	Animals
Talent shows	Clyde invites Mina to a concert Sandra and Ben talk about <i>The X Factor</i>	Talk about future plans Talk about talent shows Get talking! <i>Would you like to ...? How about ...?</i>	Write about a TV show you like and describe one of the actors or winners	
Two reviews	Planning a school magazine A review for a school magazine	Plan a class magazine Tell the story of a film, play or book Get talking! <i>Cool! Sounds good.</i>	A review	Books we like
A different way to learn	Information about the school trip A boarding school	Talk about activities on school trips Ask and answer about what you have to / don't have to do this weekend Give opinions	An article about your perfect school	School life
My family tree <i>A really big family</i>	Three young people talk about who they live with	Give information about a member of your family Talk about your family, big families and Mother's Day	A description of your family	

Culture

Famous British people

1 Work with a partner. Look at the pictures of some people who are important to British culture. What do you know about them?

- Name?
- Date of birth? / Which century did he/she live in?
- Why is he/she important?

William Shakespeare

William Shakespeare was born on April 23rd 1564 and is one of the greatest writers in the history of the world. He wrote 37 plays and over 150 poems. He was very creative – when he did not have the right word, he invented a new one. We still use many of these words today.

John Lennon and Paul McCartney

John Lennon and Paul McCartney were born in Liverpool in the early 1940s. They started a band called The Beatles. During the 1960s, The Beatles were the most famous band in the world. Their music was new and exciting, and songs like *Hey Jude*, *Nowhere Man* and *Love Me Do* changed pop music forever.

Sir Isaac Newton

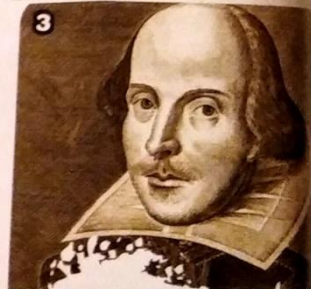
Isaac Newton was born on December 25th 1643. As a young man, he studied at Cambridge University. In 1687, he wrote one of the most important books in the history of science. It explained how gravity works, and how objects move. He also studied light and invented a new kind of telescope.

Richard Branson

Richard Branson was born in London in 1950. He did not do well at school. When he left, he started a magazine called *Student* and then he moved into the music business. Now he owns an airline, a train company and a mobile phone company. Richard Branson loves adventure and he tried four times to be the first person to fly round the world in a hot-air balloon. Now his company Virgin Galactic is planning to take people into space.

Queen Elizabeth I

Queen Elizabeth I was born in 1533. She was queen from 1558 to 1603 and never married. This was an exciting part of English history. There were new ideas about art and literature, more business, and more travel to new lands. It was the time when England first became an important country in the world.



A sample of a lesson plan from teaching practice

Lesson plan

Lesson: English

School: ZŠ Uherský Ostroh

Mentor: Mgr. Miroslava Gagová

Academic Year: 2021/2022

Lesson Time: 45 min

Topic: Culture

Book: Project 3, Unit 1

Class: 8.B

Teaching aids: Textbook, Workbook, whiteboard

Methods: frontal, individual, partner

Values and terms: culture, families, Britain, house, flat, hometown

Aims: The learner will be able to describe a typical Czech family

The learner will be able to identify how is a typical British family different

No.	Activity	Time	Task	Materials	Aim
1.	Introduction	3 min.	T welcomes Ls and introduces the lesson.		Introduce
2.	Video	4 min.	Ls watch the video	Student's book – Project 3, Unit 1	To show an example of a British culture
3.	Writing	6 min.	T asks Ls to write answers for the questions about Czech family	Student's book -Project 3, Unit 1, Exercise book	To practise writing skills
4.	Speaking	8 min.	Ls present the answers, discussion	Student's book -Project 3, Unit 1	To practise speaking
5.	Listening	7 min.	T asks Ls to listen to the recording	Student's book -Project 3, Unit 1	To practise listening skills
6.	Reading	15 min.	T asks Ls to read the text one by one and then as well to translate the text	Student's book -Project 3, Unit 1	To practise reading skills (pronunciation) and translation of a text
7.	Conclusion	2 min.	T assesses the lesson, sets HW		Asses the lesson

American PUMPKIN PIE

Invite your friends to a Halloween party. To make your party a big success, make an American pumpkin pie! It's delicious and easy to make! Here's a recipe for four people.

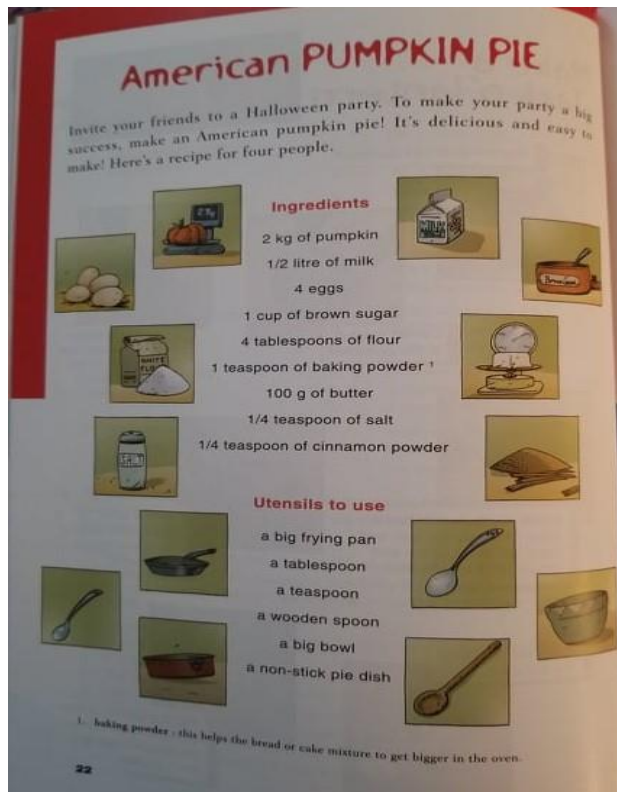
Ingredients

- 2 kg of pumpkin
- 1/2 litre of milk
- 4 eggs
- 1 cup of brown sugar
- 4 tablespoons of flour
- 1 teaspoon of baking powder¹
- 100 g of butter
- 1/4 teaspoon of salt
- 1/4 teaspoon of cinnamon powder

Utensils to use

- a big frying pan
- a tablespoon
- a teaspoon
- a wooden spoon
- a big bowl
- a non-stick pie dish

1. baking powder : this helps the bread or cake mixture to get bigger in the oven.

The page features a red border on the left. The title 'American PUMPKIN PIE' is in red. Below it is an introductory paragraph. The 'Ingredients' section lists items with small illustrations: a pumpkin, a carton of milk, eggs, a sugar cup, a flour sifter, a baking powder container, a butter block, a salt shaker, and a cinnamon powder container. The 'Utensils to use' section lists items with small illustrations: a frying pan, a spoon, a wooden spoon, a bowl, and a pie dish. A small footnote at the bottom explains 'baking powder'.

- 

1 Cut the pumpkin into small pieces and remove the peel.¹
- 

2 Put the pieces into a big frying pan and add the milk. Cook the mixture for 30 minutes. Don't forget to mix it.
- 

3 Now break the eggs into a bowl. Add the flour, sugar, baking powder, butter, salt and cinnamon powder. Mix these ingredients.
- 

4 Add the pumpkin and milk mixture to the ingredients in the bowl and mix.
- 

5 Put the mixture into a non-stick pie dish and then put the dish into the oven (180 °C) for one hour.
- 

6 Serve the pumpkin pie cold. Happy Halloween!

1. peel : (here) the skin of vegetables or fruit.

The page shows six numbered steps with illustrations. Step 1: A pumpkin is cut on a cutting board. Step 2: Pumpkin pieces and milk are in a frying pan on a stove. Step 3: A bowl contains eggs, flour, sugar, baking powder, butter, salt, and cinnamon powder. Step 4: The mixture from the pan is being added to the bowl. Step 5: The mixture is in a pie dish inside an oven. Step 6: A slice of pie is served on a plate. A footnote at the bottom explains 'peel'.

DAY 25 Thanksgiving

The order is 2 3 1 5 4

Date	4th Thursday in November (US)
Level	Ex 1 intermediate Ex 2 and 3 upper intermediate
Age	all ages
Time	Ex 1 15 minutes Ex 2 10 minutes Ex 3 15 minutes
Advice	Ex 2 and 3 are political
Vocabulary	Protestant, Puritan, Catholic, found (v), Netherlands, pioneer, Pilgrim, suffice, harvest, feast, Indian, seeds, turkey, corn, hunt, myth, indigenous, bar, myth, dissent, romanticise, conflict, melting pot, holy kingdom, Satan, torture, genocide, plague, smallpox, exterminate, refugee, slave trade

1 In the USA this is celebrated on the fourth Thursday in November, making a long weekend through to Monday. It is one of America's most important holidays, and a time when families reunite for a big Thanksgiving dinner.

Thanksgiving became a national holiday due to the author of the nursery rhyme 'Mary had a little lamb', Sarah Josepha Hale, who began her campaign in 1844. George Washington had proclaimed a national Thanksgiving day to honour the new Constitution, and Hale proposed calling it Union Thanksgiving, as she hoped the states would thus be brought into closer union. Anyway, she won the support of Lincoln, who chose 6 August as the date, though the following year Thanksgiving was proclaimed a national holiday on the last Thursday of November. But Roosevelt felt that it was a bit too close to Christmas, so in 1925 Thanksgiving was held on the third Thursday. Finally, in 1941, a joint resolution in Congress established it once and for all on the fourth Thursday.

This unit has two very different listening exercises. The first, for low levels, takes the Thanksgiving story literally. The second, for higher levels, explodes the myth. However, unless your higher level students are already familiar with the traditional Thanksgiving story, you may like to run through exercise 1 with them first.

1 The Mayflower

- Brainstorm to see if students know anything about the Pilgrim Fathers. Then hand out photocopies and ask them to read the text for a little background history before listening to the traditionally given origins of the Thanksgiving festival.

Listening 1

- Students first hear the story of Thanksgiving in the wrong order. Pause after each section for them to write a very brief summary of each point. In pairs, they then compare their summaries and decide what order the five pieces should be in.
- They then listen again, this time to a continuous piece in the correct sequence.

Text

- Fortunately the first year's harvest was good. The Pilgrims wanted to thank both God and also the Indians. So the governor declared a feast and invited the Indians to join in. About ninety Indians brought along fish, deer meat, turkey and pumpkin. The Indians taught the Pilgrims how to crush corn and make it into hot corn-meal bread. They feasted with the English settlers for three days.
- In 1520 a group of English people who were unhappy with the way the Church of England was organised set sail from Plymouth on a ship called the *Mayflower*. They wanted to found a new church in America.
- After six weeks at sea, the Pilgrims landed at what is now Plymouth Rock, Massachusetts, in 1620. They had a hard winter and nearly half of them died. But the local Indians provided seeds for the corn, which the Europeans had never seen before. They also helped the English settlers to hunt and fish.
- Today, Americans celebrate this happy harvest festival on the fourth Thursday of November with much the same food as had been eaten at the first Thanksgiving.
- The next year no Thanksgiving celebrations were held, and it didn't become an annual event until the 1780s. It was made a national holiday in 1863 by President Abraham Lincoln.

DAY 25 Thanksgiving

¹ *The Mayflower*

In the early 17th century in England, a group of Protestants, known as the Puritans, began to disapprove of the Church of England's sympathies towards the Catholics. The Puritans wanted to change the church from within. But a sub-group, later known as the Separatists, wanted to be totally independent and to found a church of their own. First they went to the Netherlands and then some of these, and others who had remained in

England, decided to set up a new church in America. Around 50 Separatists, along with 50 persons who wanted a new life and opportunities, then set off from Plymouth, England in 1620 in a ship called the *Mayflower*. These people later became known as the Pilgrims. They were followed by 14,000 to 20,000 settlers between 1629 and 1642.



The first Thanksgiving

TIMESAVER CUSTOMS & LIFESTYLE IN THE ENGLISH-SPEAKING WORLD Getting to know ... New Zealand **NEW ZEALAND**

New Zealand - Land of the Long White Cloud

The early Polynesian settlers in New Zealand called the country Aotearoa, which means Land of the Long White Cloud. New Zealand is still often referred to by this beautiful name.

1 Work in pairs. Write down as many people, places or other words you can think of that are connected with New Zealand.

2 Now compare your answers with another pair.

3 Look at the photos. Why are they connected with New Zealand? Complete the descriptions with the correct photos.

Kia ora!

Franz Joseph Glacier
Milford Sound
Ruapehu volcano
Abel Tasman

Kiri Te Kanawa

a In 1642, Abel Tasman, a Dutch explorer, was the first European to discover New Zealand. The country was named after the province of Zeeland in the Netherlands.

b _____ was filmed in various locations in New Zealand.

c This is the symbol of the famous _____ national team.

d It's a fact - there are more _____ than people living in New Zealand!

e _____ became Prime Minister of New Zealand on 27 November 1999.

42 TIMESAVER: Customs & Lifestyle in the English-speaking World © Scholastic Ltd. PHOTOCOPIABLE



Elizabeth II, Queen of England

g _____ was born in 1919 in Auckland, and first climbed mountains in New Zealand.

h _____ are actually of Chinese origin, but are grown on a large scale in New Zealand. And New Zealanders are known by the name kiwi, throughout the world!



kiwifruit



The Lord of the Rings

f _____ was born on North Island, in 1944, to an Irish mother and a Maori father, and is one of the world's most famous opera stars.



Helen Clark



sheep



Sir Edmund Hillary, explorer

i _____, a Maori greeting* which means 'hello' or 'welcome', is used in New Zealand English today.

j _____ is still the official head of state of New Zealand.



The All Blacks

4 Check the answers you gave in exercise 1. Were any of them in the photos in exercise 3?

- 5 Look at the map and find a place where you can see:
- 1 waterfalls*, high mountains and cliffs*
 - 2 a glacier
 - 3 a very long beach
 - 4 an active volcano*

Personal project

Write descriptions of ten people, animals or symbols that are connected with your country.

*What is it in your language? Find out!

OBJECTIVES learn about mealtimes in the ESB learn about cultural differences in meals

Tea Time

Family Mealtimes

WARM-UP What's your main meal of the day?
Where do you eat it?

SNACK - BREAKFAST
LUNCH - DINNER
TEA - SUPPER



1A Read the texts. Match the countries to the texts.
THE UK THE USA AUSTRALIA

Your guide to surviving the English Eating World!

Travelling to	Travelling to	Travelling to
<p>Eating with a family: people often eat their main meal at about 6 o'clock in the evening. People often cook outside on the barbecue.</p> <p>Drinks: adults have water, beer or wine with their evening meal. Kids have water or soft drinks.</p> <p>Mind your manners: offer to help clear away and tidy up after a meal.</p> <p>What students say: Ryoko from Japan: "I stayed near Canberra. I liked the food, but sometimes there was too much meat for me."</p>	<p>Eating with a family: people eat their main meal in the evening. In Scotland and many parts of England and Wales people usually have their evening meal at 5 or 6 o'clock. Some families eat later – at 7 or 8 o'clock.</p> <p>Drinks: adults sometimes drink tea and coffee with their meals. Kids have juice or milk.</p> <p>Mind your manners: remember to say 'please' and 'thank you'!</p> <p>What students say: Georg from Austria: "The desserts are really great, but people often have ready meals – frozen lasagne – things like that. Milk comes in really enormous containers!"</p> 	<p>Eating with a family: people have their main meal in the evenings. Times vary from place to place.</p> <p>Drinks: adults usually drink iced water with their meals. Kids drink milk, fruit juice or water.</p> <p>Mind your manners: a few families say a prayer before they eat, so don't start eating straight away.</p> <p>What students say: Jorge from Spain: "People put a lot of ice in their drinks! Sometimes the portions are really, really big. People take leftovers home from restaurants when they eat out."</p>

1B Answer the questions.

- Where do people often have barbecues?
.....
- Where do people drink tea and coffee with their evening meal?
.....
- Where do people often eat before 6 o'clock?
.....
- Where do some families say a prayer before eating?
.....

1C Listen to Paola from Italy and fill the gaps.

Travelling to _____
Eating with a family: people eat early in the evening, at around _____
Drinks: adults often drink _____ or _____ with their meals. Kids drink _____ or _____
Mind your manners: don't start eating until _____
 Remember to say _____ and _____
What students say:
 "The family was really nice, but there was never any _____ on the table! I usually have _____ with my dinner."

YOUR TURN

Write about your country.

Travelling to _____
Eating with a Family: _____

Drinks: _____

Mind your manners: _____

2A Answer the questions.

Know your onions!! Try our food quiz



1 In Britain, people usually drink ...
 a) tea with orange.
 b) tea with beer.
 c) tea with milk.
 d) tea with honey.

2 In Canada and the USA a popular breakfast dish is ...
 a) pancakes with maple syrup.
 b) roast beef with Yorkshire pudding.
 c) cake with ice-cream.
 d) roast lamb with mint sauce.

3 In the USA, you eat a TV dinner ...
 a) in the kitchen.
 b) in the living room.
 c) in the garden.
 d) in the garage.

4 A poppadom is a delicious ...
 a) Indian soft bread.
 b) Indian crisp bread.
 c) Indian bicycle.
 d) Indian yoghurt drink.

5 In the UK, which one of these is NOT a flavour of crisps?
 a) cheese and onion
 b) salt and vinegar
 c) tomato and egg
 d) prawn cocktail



2B Now listen and check. Were you right? Do you know your onions?

OVER TO YOU

A Work in pairs. Decide together which is your favourite international breakfast.

THE UK	CANADA	INDIA
fruit juice cereal toast and jam or marmalade coffee or tea	pancakes maple syrup orange juice coffee or tea	chapatis (flat bread) hot sambar (spicy soup) chutney coffee or tea

B What do you usually have for breakfast?

8.1

TYPE OF ACTIVITY
Reading and information exchange

LEVEL
Elementary to Pre-intermediate

TIME
40–50 minutes

AIMS
To explore a range of British celebrations

VOCABULARY
adult, bonfire, candle, card, celebrate, decorate, firework, fool, guy, joke, parade, pumpkin

PREPARATION
One copy of the questionnaire for each learner. One set of reading cards per group of six learners. One photocopy of the worksheet for each learner as a handout.

Unit 8 Celebrations, beliefs and values

British celebrations

Warmer

Ask learners if they know the names of any British celebrations. Prompt them with images of celebrations for learners to identify, e.g. Guy Fawkes' night, Valentine's Day, Christmas. Alternatively, play 'draw the man' or 'hangman' with words associated with celebration, e.g. festival, holiday. Learners guess the letters of the word. For each incorrect letter, draw a section of a stick man up to nine strokes.

Tell learners they're going to read about some famous British celebrations. Give out one copy of the questionnaire to each learner and focus on the headings. Ask learners what questions they need to ask to get the correct information. What's the name of the celebration? What's the date? What do people do on this day? Drill the pronunciation of questions. There are two ways to deliver the next stage.

Option 1: small group information exchange (suitable for stronger learners)
Give out one set of cards to groups of six learners. Each reads their own card and fills in the information about their own celebration on their questionnaire. Learners then ask each other questions to complete the rest of the chart. Go over the answers with the class and discuss any points of interest.

Option 2: pair work information search (suitable for weaker learners)
Put enlarged photocopies of each information card onto separate tables or pin them round the room. Tell learners they are going to read about some popular celebrations. Learners work in pairs and walk round the room to complete their questionnaires. Go over the answers with the class. With smaller groups, do this as a class, looking at each celebration card, checking answers and discussing any points of interest.

Answers

1	New Year's Day	1 January	People visit family and friends, have parties and relax.
2	May Day	1 May	Fairs to celebrate the beginning of summer. Maypole dance.
3	Mother's Day	March or April (fourth Sunday in Lent)	People give cards, presents or flowers to their mothers.
4	April Fool's Day	1 April	Children and adults play silly jokes on people and say April fool to anyone who falls for the joke. Newspapers traditionally publish false stories and readers try to find them.
5	Hallowe'en	31 October	People dress in ghostly clothes and have parties.
6	Guy Fawkes' Night	5 November	People light bonfires, burn 'Guys' and watch fireworks.

Finally, if you have images of the celebrations, learners match them with the activity cards. Find out what learners think about these customs and if there are any surprises. Discuss and compare any similarities with the learners' own customs from their own countries, or religious or ethnic group.

Extension

The class make a timeline following the British festival year, adding further celebrations and significant days in the calendar, e.g. historic days (Armistice Day on 11th November; the Queen's official birthday; the Lord Mayor's show; The Edinburgh Military Tattoo); religious celebrations (see Unit 8.2); sports events (London Marathon; the Oxford and Cambridge Boat Races) and about other popular celebrations, e.g. Burns Night; St Patrick's Day; Notting Hill Carnival; Chinese New Year. Learners can do more research into any of these and/or develop their wall chart/bookblog.

1
New Year's Day is on 1st January. It is a national holiday and people often visit their family or friends or just relax. Lots of people also go to parties on the evening of 31st December, known as Hogmanay, and sing a famous song about friendship called *Auld Lang Syne*. There are many street celebrations and house parties.



2
1st May is called May Day. It's a national holiday to celebrate the beginning of spring and summer. It was firstly a pagan festival – now there are fairs and people, usually children, dance round a flowery Maypole. People have celebrated May Day for over 2,000 years.



3
People celebrate Mother's Day in March or April. This falls on the 4th Sunday in Lent, a time just before Easter. On this day people give their mother a card and a present, or flowers. Sometimes they have Sunday lunch together.



4
In Britain there is a funny celebration called April Fool's Day. This is on 1st April and children and adults play silly jokes on each other. For example, the TV may broadcast a funny but untrue story. They can only play these tricks before twelve o'clock midday.



5
Hallowe'en is a ghostly night. People dress in strange clothes and go to Hallowe'en parties in the evening. People also decorate their houses with pumpkins, lit with candles and children go 'trick or treating'. This celebration is on 31st October.



6
On 5th November, people remember the night when a man put a bomb under Parliament in 1604. He was called Guido Fawkes. Bonfire night is also called Guy Fawkes' Night. In the evening people light big bonfires, burn 'Guys', have some food and watch the fireworks.



British celebrations questionnaire

Write the information about your celebration in the correct box below.
Ask others questions about their celebration. Write their answers below.

Celebration	Date	What people do on this day
1		
2		
3		
4		
5		
6		

2 Everyday customs and habits

LANGUAGE	Present simple for habits, things that are generally true
CULTURE FOCUS	Typical national customs and everyday habits
ACTIVITIES	Quiz, discussion
MATERIALS	Board
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Make a list of daily habits or make sure the list provided in stage 3 is suitable
LEVEL	Lower intermediate to intermediate

- 1 Make sure all the learners have a clean piece of paper. Draw the following on the board:

<i>My country</i>	<i>Other countries</i>
-------------------	------------------------

1

2

3

...

- 2 Tell the class you are going to read out some sentences about daily habits. Tell the class to write *True*, *False*, or *Maybe* under *My country*, and write the name of a country they think it might be true about under *Other countries*. Do an example with the class:

People take their shoes off when they enter their home.

False Japan, Korea

- 3 Read the other sentences and give the learners time to think about their answers and to ask questions if they wish.

1 *People invite guests to lie down and rest when they arrive at your house.*

2 *People say nothing before beginning a meal.*

3 *Children wear a uniform to go to school.*

4 *People put up a Christmas tree on 24th December, not before.*

5 *Women give flowers to their husband or son on their birthday.*

6 *People eat boiled eggs only with a plastic spoon, not a metal one.*

7 *People say 'Goodbye' when they get out of a lift.*

8 *People have soup at lunchtime.*

(Answers: 1 Sudan; 2 many countries including the UK;

3 many countries including the UK, Turkey, Japan, Sudan;

4 the Czech Republic, Slovakia; 5 Slovakia; 6 former GDR;

7 Slovakia, the Czech Republic, Hungary; 8 Central Europe.)

- 4 When you have read all the sentences, read through again one by one from the beginning and ask individuals to answer. Write the answers on the board.

TEACHER *People say something before they eat a meal. What do you think, (learner's name)?*

LEARNER *They don't say anything here. I think they do in France.*

- 5 Put the class into small groups of three or four. Make sure they have a clean sheet of paper. Tell them to make a new list of daily habits about their country and/or other countries, five of them true and five of them false, for example:

*In Korea people say 'I'm home.' when they enter their home.
Here people give lift operators a tip when they get out of a lift.*

Go round the class checking and helping if necessary.

- 6 When all the groups are ready, mix the groups so that everyone is working with at least one person from another group. Tell the new groups that people should read out their sentences while the others answer *True, False, or Maybe*. While they do this, go round and check and make a note of the most interesting questions. Make sure that everyone has had a chance to ask and answer some questions.

- 7 When all the groups have finished, put five of the most interesting questions on the board and discuss the questions with the class, for example:

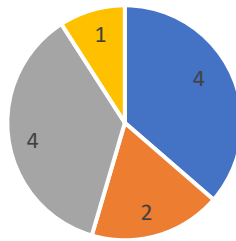
In the USA young people need to show an identity card to prove their age when they order an alcoholic drink. Do you think this is a good idea? Is it a good idea for this country?

.....
Follow-up activity

The class can write a short description of some important customs and habits in their country.

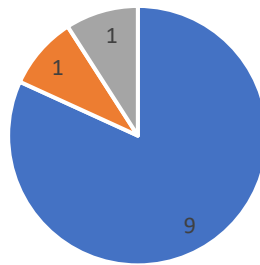
6.A

English as a favourite subject



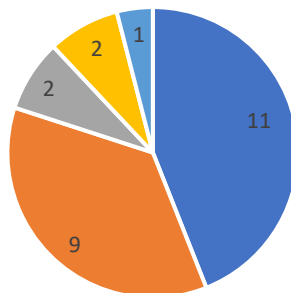
■ Yes ■ No ■ Half-and-half ■ Do not know

Noticing an cultural example



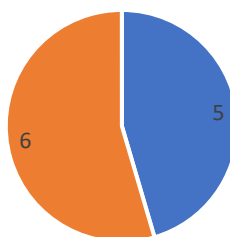
■ No ■ Blank space ■ Buckingham Palace

Examples of English-speaking countries



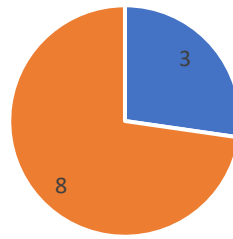
■ UK ■ USA ■ Canada ■ Australia ■ Indie

Age



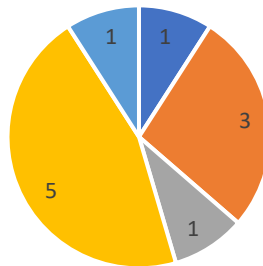
■ eleven ■ twelve

Gender



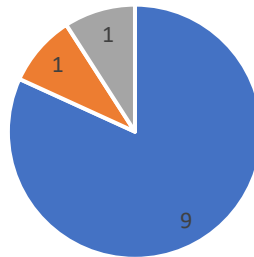
■ Male ■ Female

Number of English-speaking countries



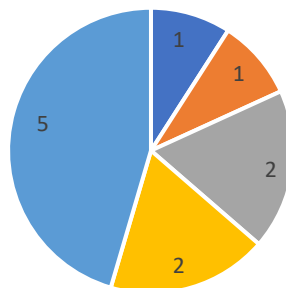
■ 4 ■ 60 ■ 65 ■ 67 ■ 150

Like learning about culture



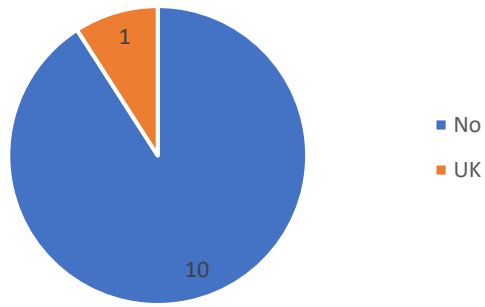
■ Yes ■ Half-and-half ■ Blank space

Culture represents

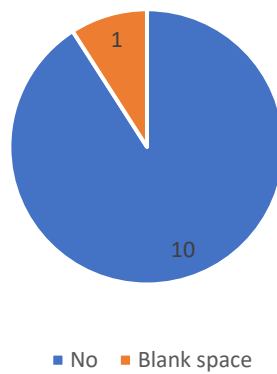


■ Sights ■ Museum ■ Foreign language ■ Do not know ■ Blank space

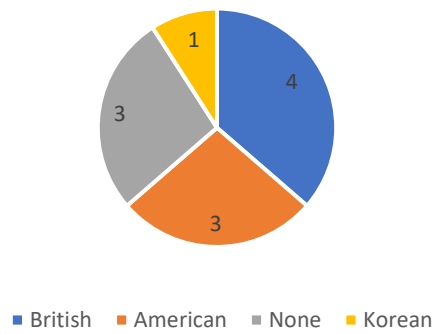
Visit of an English-speaking country



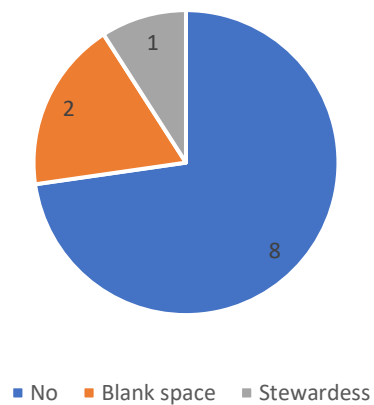
Knowing something about the culture of the foreign classmate



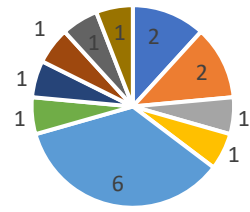
Favourite foreign culture



An opportunity to speak with an native speaker

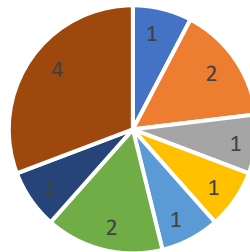


Films and Series



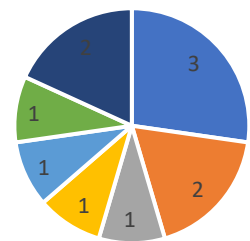
- Spiderman
- Marvel movies
- Harry Potter
- After
- Simpsons
- La La Land
- Pirates of the Caribbean
- IT
- DC movies
- None

Speaking about the UK



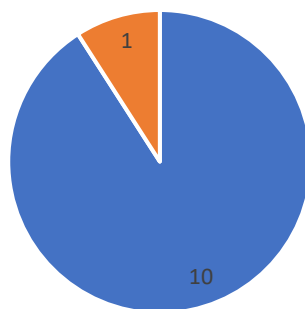
- Buckingham Palace
- The Royal family
- British
- English-speaking country
- Big Ben
- Big state
- Do not know
- Blank space

Speaking about the USA



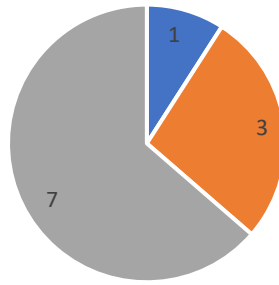
- USA
- White House
- Movies
- Celebrities
- Skyscraper
- Simpsons
- Blank space

Classmate from an foreign country in the class



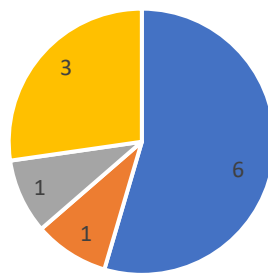
- No
- Blank space

Music artists



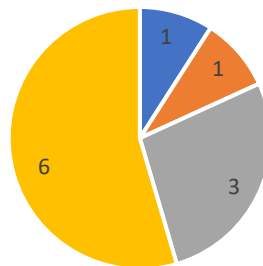
■ Coldplay ■ None ■ Blank space

Other well-know people



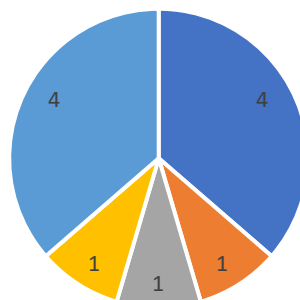
■ Elisabeth the second ■ Donald Trump ■ None ■ Blank space

Writers



■ J.K.Rowling ■ Oscar Wilde ■ None ■ Blank space

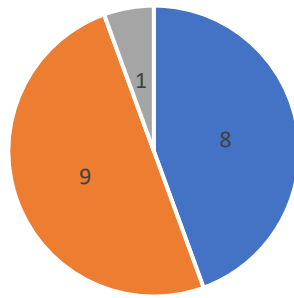
Actors and Actresses



■ Daniel Radcliff ■ Johnny Depp ■ Steven Rogers ■ None ■ Blank space

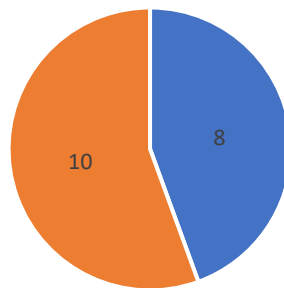
6.B

Age



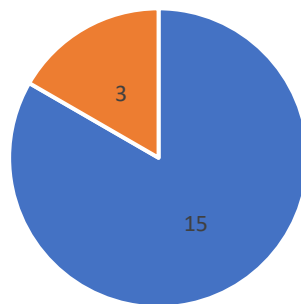
■ eleven ■ twelve ■ fourteen

Gender



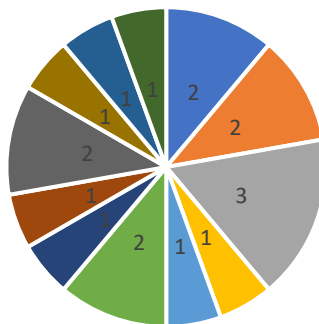
■ Male ■ Female

English as a favourite subject



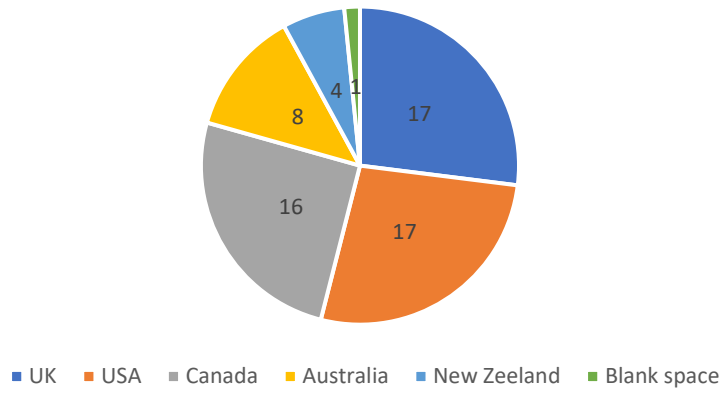
■ Yes ■ No

Number of English-speaking countries

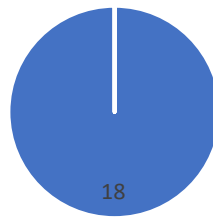


■ 4 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 ■ 15 ■ 17 ■ 20 ■ 22 ■ 23 ■ Do not know

Examples of English-speaking countries

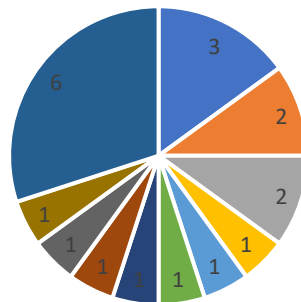


NOTICING AN CULTURAL EXAMPLE



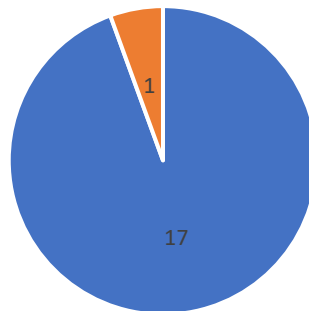
■ No

Culture represents



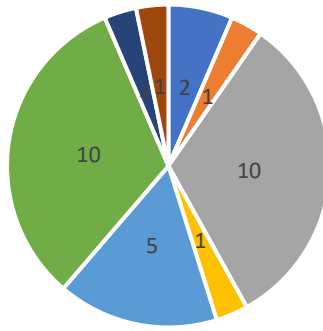
■ Sights ■ Feasts ■ Theatre ■ House ■ People ■ Cinema ■ Events ■ Traditions ■ Customs ■ Do not know ■ Blank space

Visit of an English-speaking country



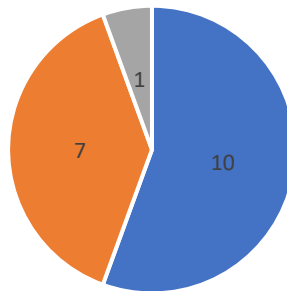
■ No ■ UK

Speaking about the UK



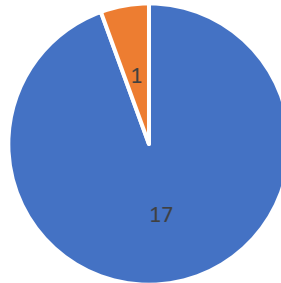
English Kingdom London Cold Big Ben Big state MI 5 Special forces

An opportunity to speak with an native speaker



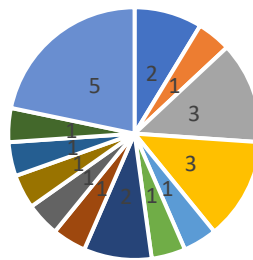
Yes No Do not know

Like learning about culture



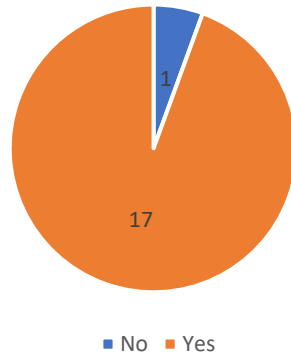
Yes No

Speaking about the USA

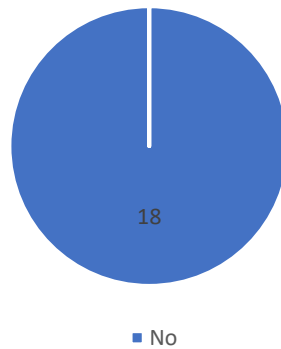


USA NY Shops Blank space President Big country A lot of soldiers and weapons Marines Navy Las Vegas Hamburgers Sea Hollywood

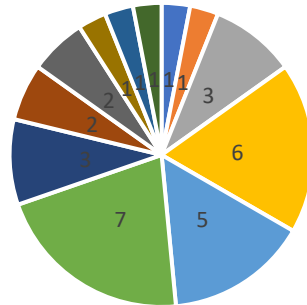
Classmate from an foreign country in the class



Knowing something about the culture of the foreign classmate

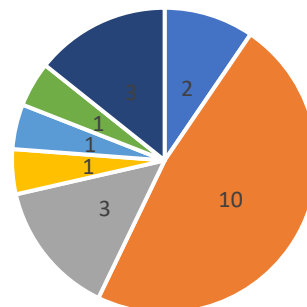


Films and Series



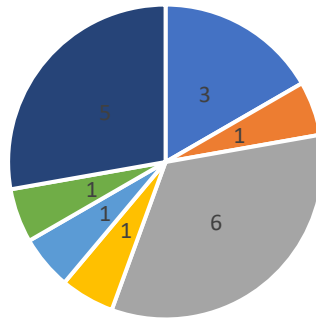
- John Wick (1,2,3)
- Savig game
- Harry Potter
- Home Alone
- Stranger Things
- Avengers
- Spiderman
- Fast and Furious
- Friends
- How I met your mother
- Beethoven
- None

Favourite foreign culture



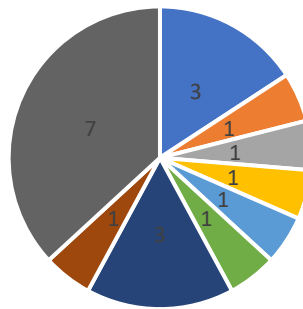
- British
- American
- None
- German
- Russian
- Austrian
- Different

Music artists



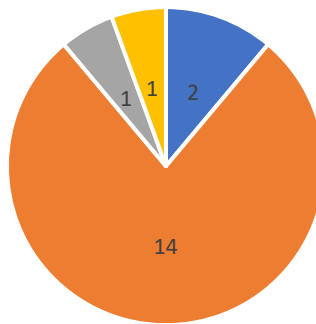
■ Justin Bieber ■ Eminem ■ Billie Eilish ■ Xxx tentacion ■ Blueface ■ NLE Choppa ■ Do not know

Actors and Actresses



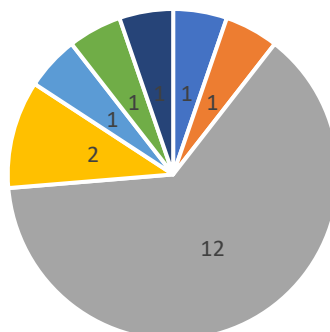
■ Emma Watson ■ Johnny Depp ■ Nicolas Cage ■ Tom Holland ■ Sebastian Stan
 ■ Scarlett Johansson ■ Millie Bobby Brown ■ Dwayne Johnson ■ Do not know

Writers



■ None ■ Do not know ■ Blank space ■ Tom Hutchinson

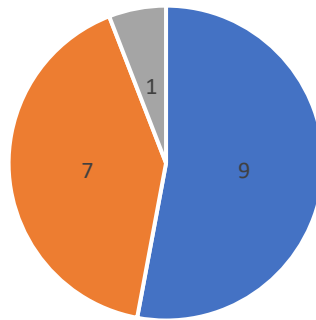
Other well-known people



■ Boris Johnson ■ Joe Biden ■ Do not know ■ Blank space ■ John Dalton ■ Pichardo ■ Rooney

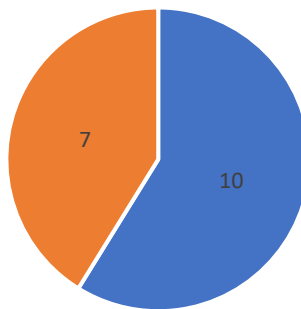
7.A

Age



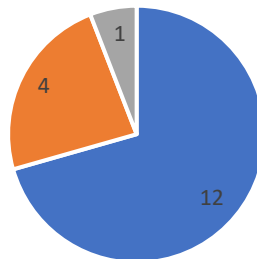
■ twelve ■ thirteen ■ fourteen

Gender



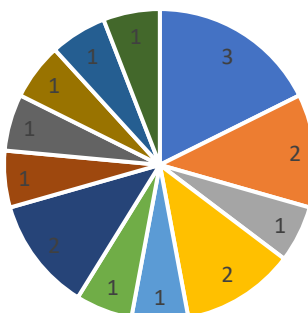
■ Male ■ Female

English as a favourite subject



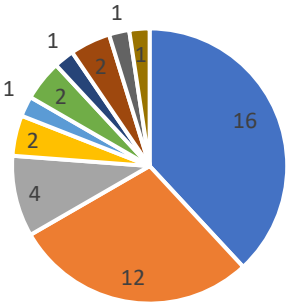
■ Yes ■ No ■ Half-and-half

Number of English-speaking countries



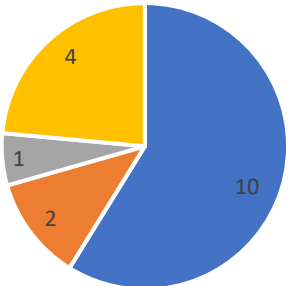
■ 1 ■ 2 ■ 3 ■ 7 ■ 8 ■ 9 ■ 20 ■ 28 ■ 52 ■ 100 ■ A lot ■ Almost all

Examples of English-speaking countries



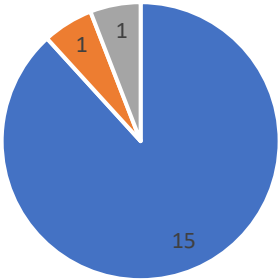
■ UK ■ USA ■ Canada ■ Australia ■ India ■ New Zealand ■ Ireland ■ Scotland ■ Cuba ■ No

Noticing an cultural example



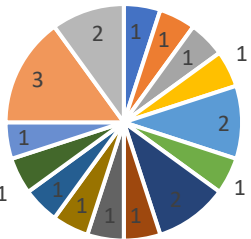
■ No ■ Yes ■ Do not know ■ No answer

Visit of an English-speaking country



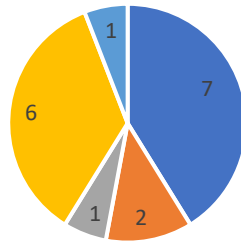
■ No ■ Do not know ■ No answer

Culture represents



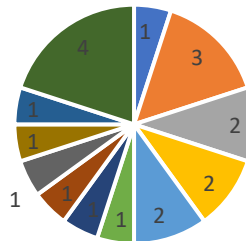
■ Craft ■ Art ■ Sights ■ Culture ■ History ■ Traditions ■ Customs ■ Religion
 ■ Theatre ■ Statue ■ Painting ■ Musical ■ Country ■ Do not know ■ No answer

An opportunity to speak with an native speaker



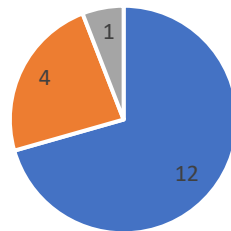
■ No ■ No answer ■ Do not know ■ Yes ■ What is it?

Speaking about the UK



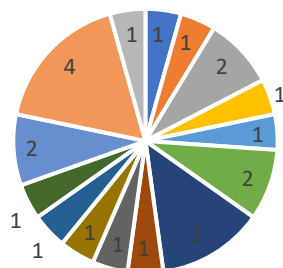
■ State ■ The Queen ■ London ■ Big Ben ■ Tea ■ English
 ■ Rich country ■ Harry Potter Land ■ UK ■ Ireland ■ Wales ■ Blank space

Like learning about culture



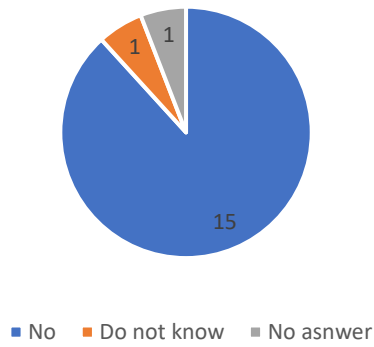
■ Yes ■ No ■ No answer

Speaking about the USA

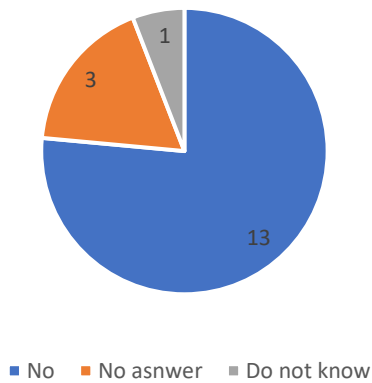


■ Statue of Liberty ■ Amazon River ■ NASA ■ Golden Gate ■ Space X
 ■ USA ■ NY ■ Halloween ■ Los Angeles ■ Tesla
 ■ 11th September ■ Donald Trump ■ Joe Biden ■ No answer ■ Do not know

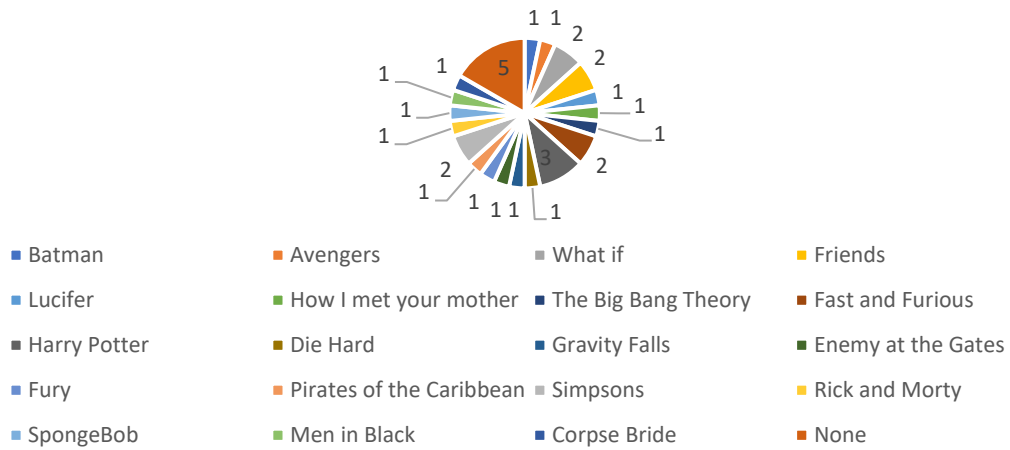
Classmate from an foreign country in the class



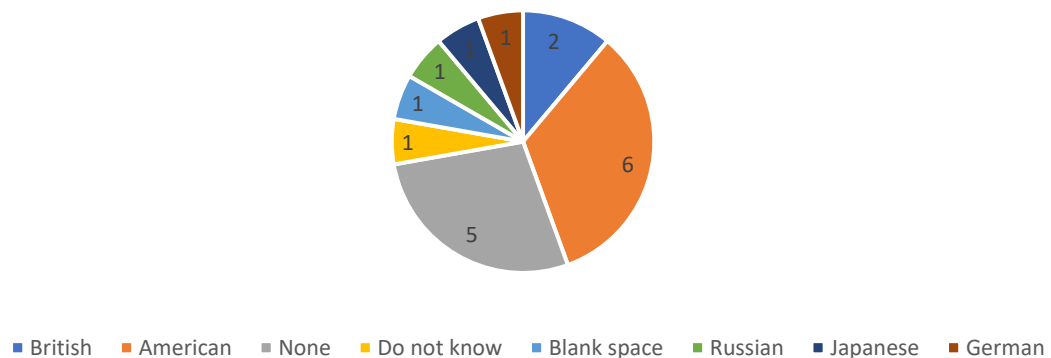
Knowing something about the culture of the foreign classmate



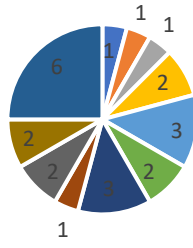
Films and Series



Favourite foreign culture

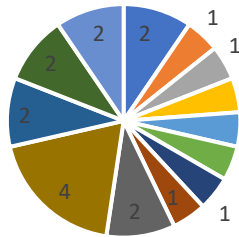


Music artists



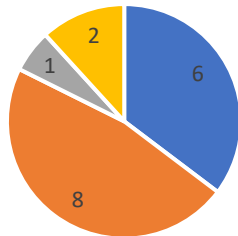
- Ariana Grande
- Lady Gaga
- Selena Gomez
- Rick Astley
- Billie Eilish
- Michael Jackson
- Juice Wild
- Justin Timberlake
- Sia
- Melanie Martinez
- Do not know

Actors and Actresses



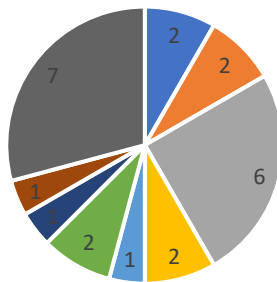
- Tom Cruise
- Brad Pitt
- Robert Down Junior
- Bud Spencer
- Terenc Hill
- Jennifer Aniston
- Chris Hemsworth
- Tom Holland
- Emma Watson
- Do not know
- Johnny Depp
- Rowan Atkinson
- Paul Walker

Writers



- J.K.Rowling
- Do not know
- Jonesbo
- No answer

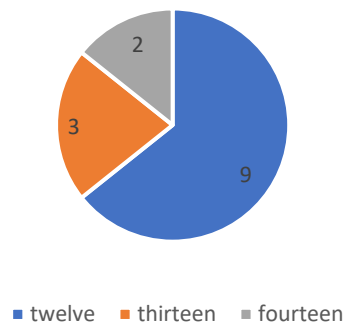
Other well-known people



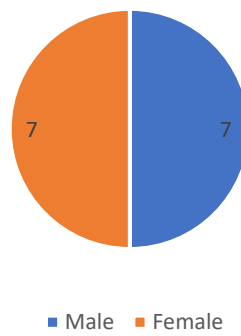
- Elisabeth the second
- Donald Trump
- Joe Biden
- Elon Musk
- Jeff Bezos
- Bill Gates
- Queen Victoria
- Messi
- Do not know

7.B

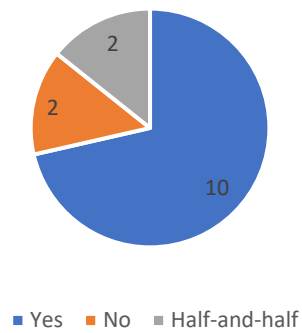
Age



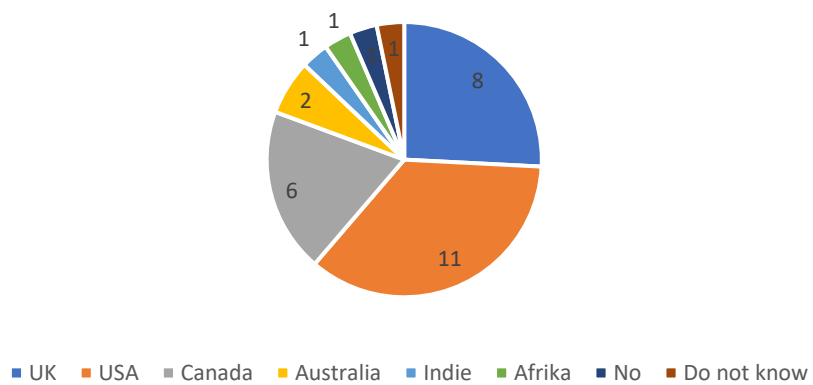
Gender



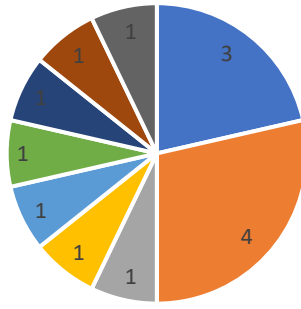
English as a favourite subject



Examples of English-speaking countries

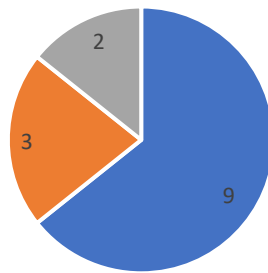


Number of English-speaking countries



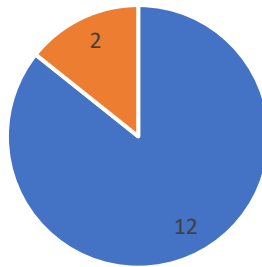
■ 4 ■ 5 ■ 7 ■ 10 ■ 55 ■ 60 ■ 63 ■ Almost all ■ Do not know

Noticing an cultural example



■ No ■ No answer ■ Do not know

Visit of an English-speaking country



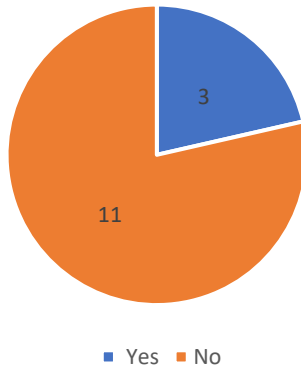
■ No ■ Yes

Culture represents

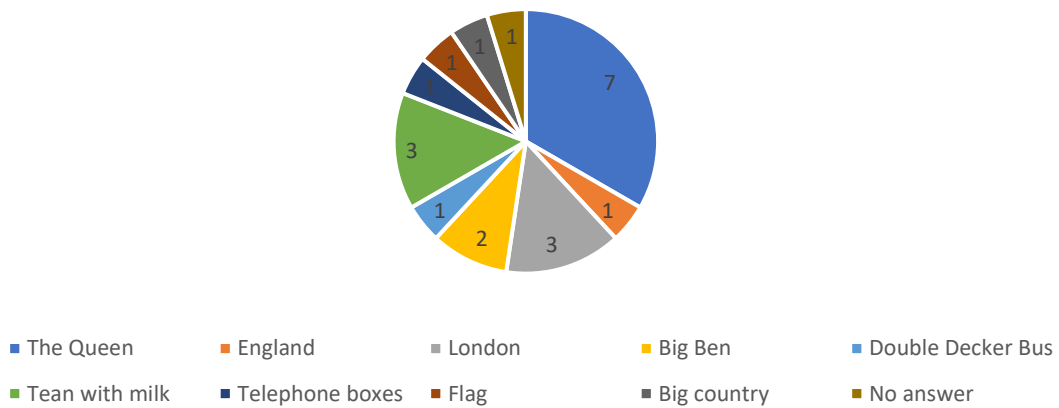


■ Sights ■ Cinema ■ Theatre ■ Buildings ■ Art ■ Tradition ■ Paintings ■ History ■ Customs ■ Do not know ■ No answer

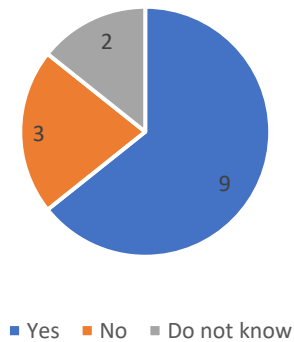
An opportunity to speak with a native speaker



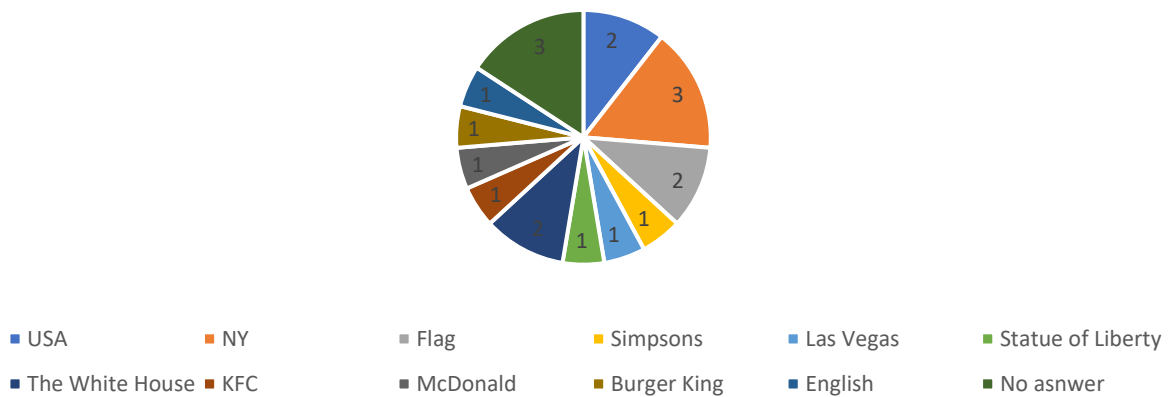
Speaking about the UK



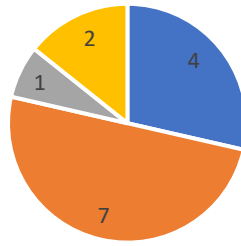
Like learning about culture



Speaking about the USA

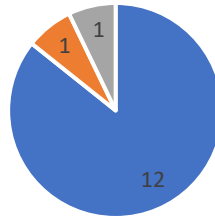


Classmate from an foreign country in the class



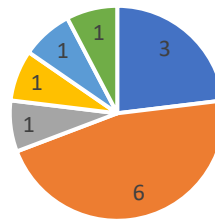
■ Yes ■ No ■ No answer ■ Do not know

Knowing something about the culture of the foreign classmate



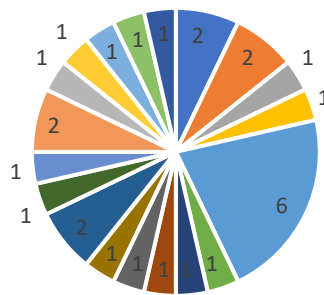
■ No ■ Yes ■ Do not know

Favourite foreign culture



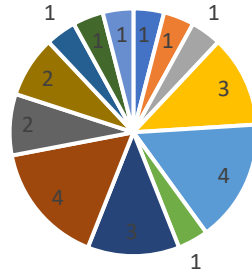
■ British ■ American ■ None ■ Russian ■ Different ■ Japanese

Films and Series



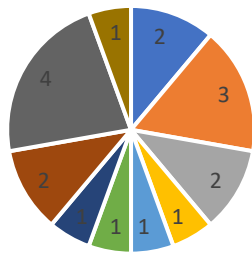
■ Fast and Furious ■ The Witcher ■ Hobitt ■ IT ■ Stranger Things
 ■ 13 Reasons Why ■ Riverdale ■ Avengers ■ Sabrina ■ 1917
 ■ Harry Potter ■ Titanic ■ Friends ■ South Park ■ Viy 2
 ■ Go! ■ Miracle ■ Do not know ■ No asnwer

Music artists



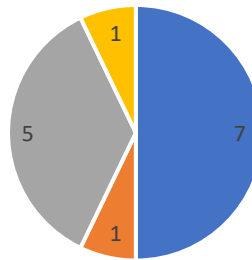
- Juice wrld
- Lovejoy
- Lele pons
- Ed Sheeran
- Justin Bieber
- Dua Lipa
- Francis Scott
- Billie Eilish
- Ariana Grande
- Eminem
- Avici
- Do not know
- None

Actors and Actresses



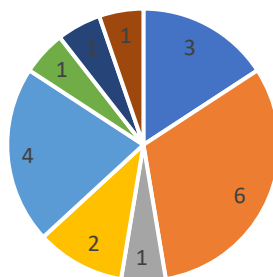
- Tom Holland
- Millie Bobby Brown
- Johnny Depp
- Brad Pitt
- Kiena Reaves
- Arnold Schwarzeneger
- Sylvestr Stelone
- Leonardo DiCaprio
- Do not know
- None

Writers



- Jeff Kinney
- Erin Hunter
- Do not know
- None

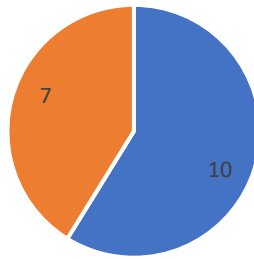
Other well-known people



- Elisabeth the second
- Donald Trump
- Lebron James
- Joe Biden
- Do not know
- Charli Dmalio
- Lele Pons
- Blank space

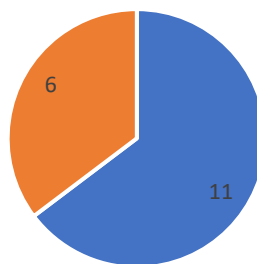
8.A

Age



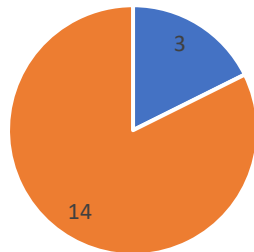
■ thirteen ■ fourteen

Gender



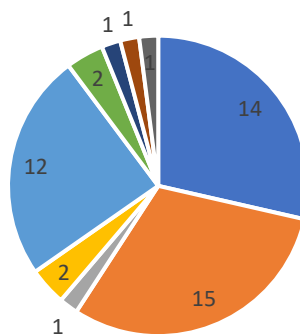
■ Male ■ Female

English as a favourite subject



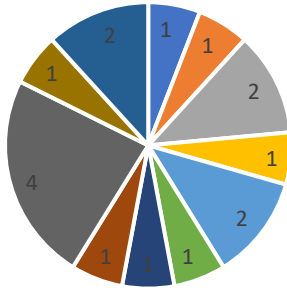
■ No ■ Yes

Examples of English-speaking countries



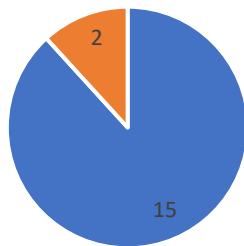
■ UK ■ USA ■ Mexico ■ Brazilie ■ Canada ■ Australia ■ New Zealand ■ Fiji ■ Portugal ■

Number of English-speaking countries



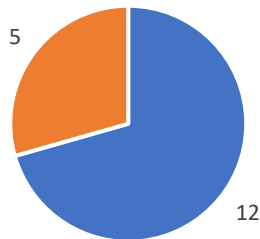
■ 2 ■ 3 ■ 5 ■ 10 ■ 15 ■ 20 ■ 54 ■ 68 ■ A lot ■ Almost all ■ Do not know

Visit of an English-speaking country



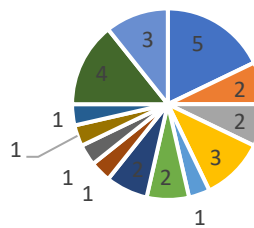
■ No ■ Yes (UK,Canada) ■

Noticing an cultural example



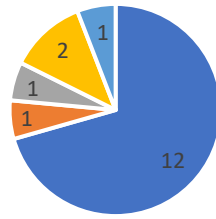
■ No ■ Yes ■ Halloween, Buckingham Palace, Churches, Driving on the left side, Steering wheel on the left side

Culture represents



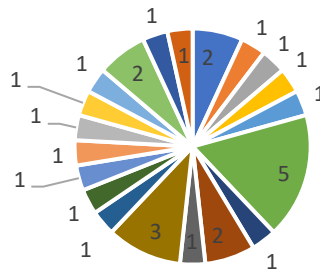
■ Castle ■ Churches ■ Theatre ■ Do not know ■ Blank space
 ■ Traditions ■ History ■ Sights ■ Paintings ■ Houses
 ■ Food and Drinks ■ Customs ■ Fashion

An opportunity to speak with an native speaker



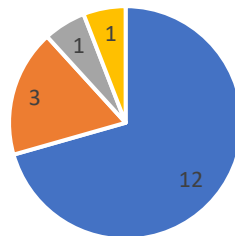
■ No ■ No answer ■ Probably yes ■ Yes ■ Do not understand the question

Speaking about the UK



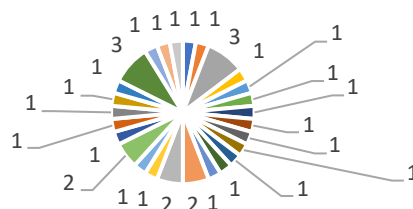
■ English ■ Sport ■ History ■ Big Ben ■ Sights
 ■ London ■ Flag ■ Tower Bridge ■ Buckingham Palace ■ The Queen
 ■ Monarchy ■ Tea ■ Big country ■ Victorian period ■ Geography
 ■ Double-decker Bus ■ Driving on the left side ■ UK Drill ■ Do not know ■ Blank space

Like learning about culture



■ Yes ■ No ■ No answer ■ Half-and-half

Speaking about the USA

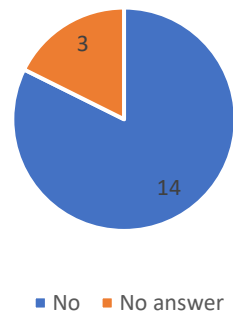


■ Rich people ■ Do not know ■ USA ■ Niagara Falls ■ Washington D.C. ■ Florida
 ■ Sport ■ Famous people ■ Los Angeles ■ English ■ Eminem ■ Hollywood
 ■ Simpsons ■ the White House ■ Donald Trump ■ Joe Biden ■ History ■ Twin Towers
 ■ Eagel ■ Actors ■ Movies ■ Cities ■ Money ■ Statue of Liberty
 ■ Hamburgers ■ Flag ■ Hockey

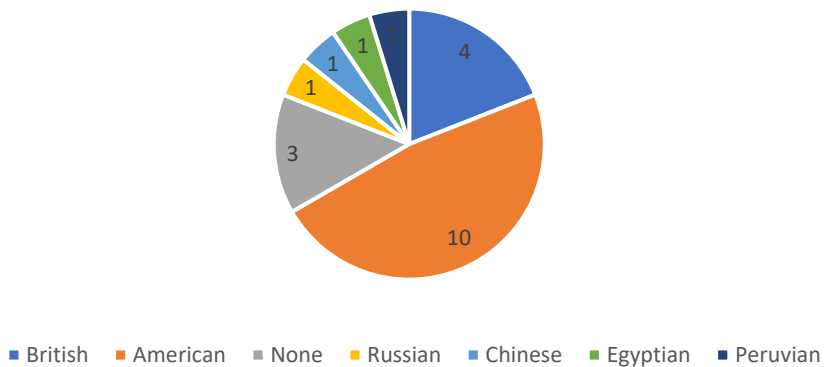
Classmate from an foreign country in the class



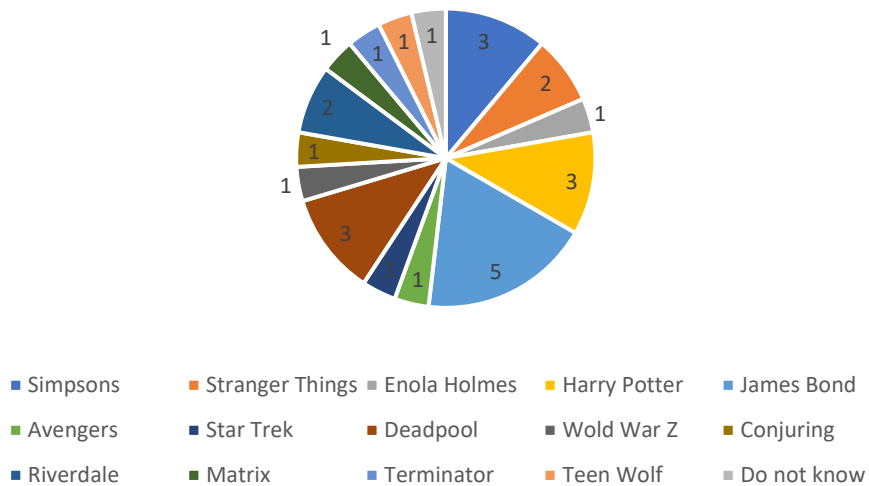
Knowing something about the culture of the foreign classmate



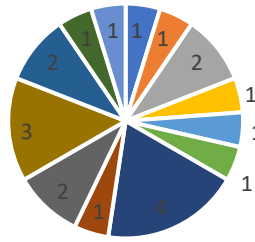
Favourite foreign culture



Films and Series

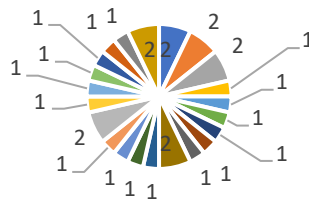


Music artists



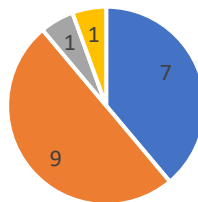
- Avici
- Drake
- Ariana Grande
- Selena Gomez
- The Weekend
- Shawn Mendes
- Do not know
- No answer
- Eminem
- Travis Scott
- Juice World
- Blueface
- Michael Jackson

Actors and Actresses



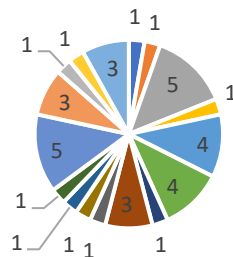
- Leonardo DiCaprio
- Emma Watson
- Millie Bobby Brown
- Noah Schnapp
- Zac Efron
- Shelley Henning
- Dylan O'Brian
- Cody Christian
- Sadie Sink
- Brad Pitt
- Johnny Lins
- Dwayne Johnson
- Johnny Depp
- Adam Sandler
- Tom Holland
- Fin Wolfhard
- Juice World
- Charlie Cheplin
- Daniel Craig
- Ross Lynch
- Lili Renhart
- Do not know

Writers



- J.K.Rowling
- Do not know
- Jacqueline Wilson
- No answer

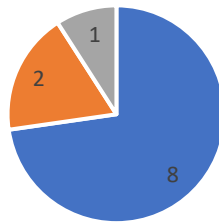
Other well-known people



- Messi
- Matt Groening
- Joe Biden
- Balt
- Kobe Briant
- Elisabeth the second
- Cromwell
- Donald Trump
- Barack Obama
- Hughes
- Mathews
- Eichel
- Lebron James
- Michael Jordan
- Winston Churchill
- James Charles
- Do not know

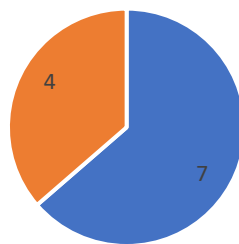
8.B

Age



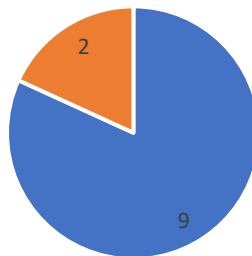
■ Thirteen ■ Fourteen ■ Fifteen

Gender



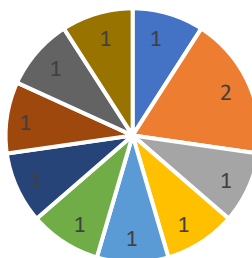
■ Male ■ Female

English as a favourite subject



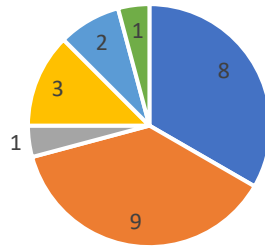
■ Yes ■ No

Number of English-speaking countries



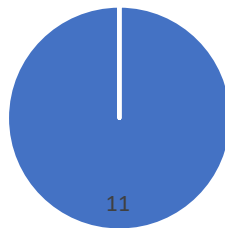
■ 3 ■ 5 ■ 6 ■ 9 ■ 12 ■ 20 ■ 21 ■ 52 ■ 58 ■ No answer

Examples of English-speaking countries



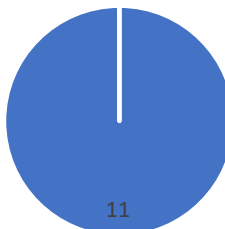
■ UK ■ USA ■ Canada ■ Australia ■ Ireland ■ No

Noticing an cultural example



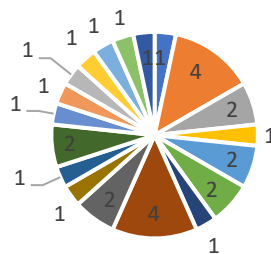
■ No

Visit of an English-speaking country



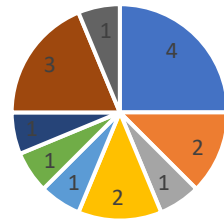
■ No

Speaking about the UK



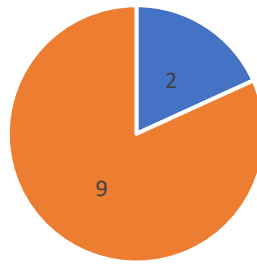
■ No answer	■ London	■ Red Double-decker Buses	■ Telephone boxes
■ Big Ben	■ English	■ Rainy weather	■ the Queen
■ Tower Bridge	■ The Crown	■ Peaky Blinders	■ Tea
■ Biscuits	■ Knights	■ Fashion	■ Actors
■ Singers	■ Flag	■ Guards of the Palace	

Culture represents



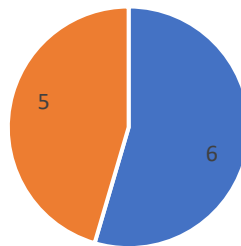
- Sights
- Castles
- Churches
- Customs
- Buildings
- Works of Art
- Food
- No answer
- Do not know

An opportunity to speak with a native speaker



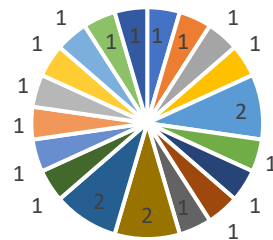
- Yes
- No

Like learning about culture



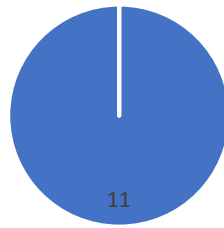
- Yes
- No

Speaking about the USA



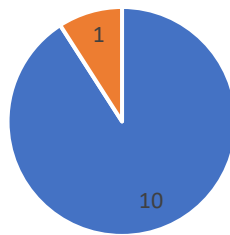
- NY
- Donald Trump
- Actors
- American cars
- The White House
- No answer
- Joe Biden
- Flag
- Celebrities
- George Washington
- USA
- Movies and Series
- Hamburgers
- Eagle
- Do not know
- Los Angeles
- Fast Food
- McDonald
- 4.7.1776 (Independence Day)

Classmate from an foreign country in the class



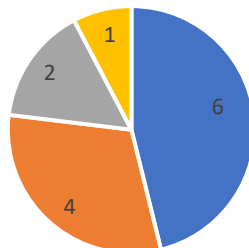
■ No

Knowing something about the culture of the foreign classmate



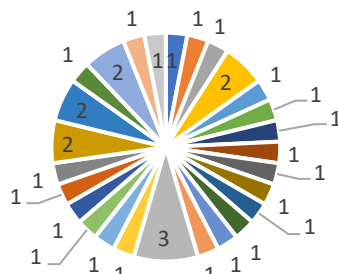
■ No ■ No answer

Favourite foreign culture



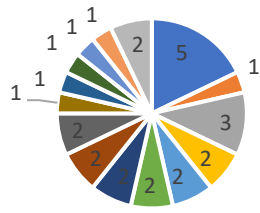
■ British ■ American ■ None ■ Spanish

Films and Series



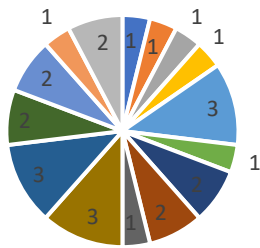
- | | | | | |
|---------------------|-------------------|----------------------|----------------------|-----------------|
| ■ Do not know | ■ No asnwer | ■ Two and a half man | ■ The Crown | ■ Step by Step |
| ■ Stranger Things | ■ Futurama | ■ Harry Potter | ■ Mission impossible | ■ Godzilla |
| ■ King Kong | ■ Mad Max | ■ Pacific Rim | ■ Fast and Furious | ■ Friends |
| ■ Ginny and Georgia | ■ Dance Moms | ■ John Wick | ■ Transformers | ■ Terminator |
| ■ James Bond | ■ Simpsons | ■ Avengers movies | ■ Peaky Blinders | ■ Marvel movies |
| ■ Jurassic Park | ■ Winnie-the-Pooh | | | |

Music artists



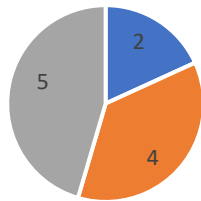
- None
- No answer
- Harry Styles
- Zayn Malik
- Luis Tomlinson
- Liam Payn
- Niall Horan
- Brian Adams
- ACDC
- Iron Maiden
- Selena Gomez
- Ariana Grande
- Taylor Swift
- John Lenon
- Adele

Actors and Actresses



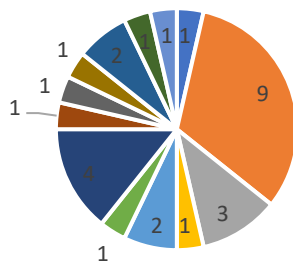
- Charlie Sheen
- Do not know
- No answer
- Tom Hardy
- Tom Holland
- Tom Felton
- Johnny Depp
- Scarlett Johansson
- Meryl Streep
- Emma Watson
- Chris Evans
- Chris Hemsworth
- Robert Downey Junior
- Sylvestr Stelone
- Will Smith

Writers



- J.K.Rowling
- No answer
- None

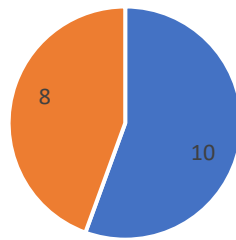
Other well-known people



- No answer
- Donald Trump
- The Queen Elisabeth II.
- Prince Charles
- Joe Biden
- The Royal family
- Barack Obama
- Abraham Lincoln
- George Washington
- Wilson Woodrow
- Ronie Coleman
- Dwayne Johnson
- the King Richard I.

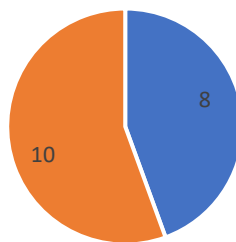
9.A

Age



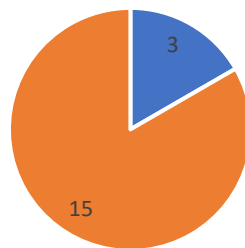
■ Fourteen ■ Fifteen

Gender



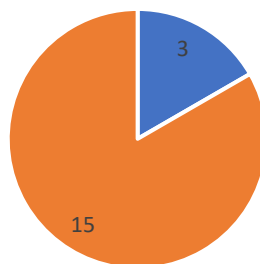
■ Male ■ Female

English as a favourite subject



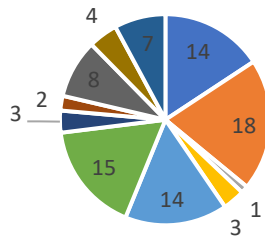
■ No ■ Yes

Noticing an cultural example



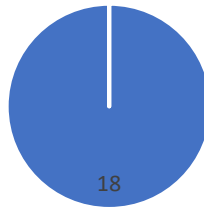
■ No answer ■ No

Examples of English-speaking countries



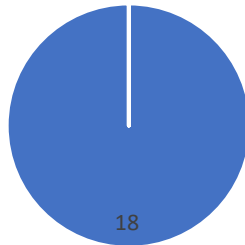
- UK
- USA
- Botswana
- Indie
- Canada
- Australia
- Ireland
- Island
- New Zealand
- Papua New Guinea
- Republic of South Africa

Number of English-speaking countries



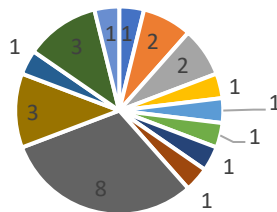
- 67

Visit of an English-speaking country



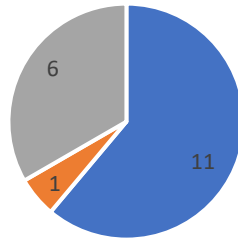
- No

Culture represents



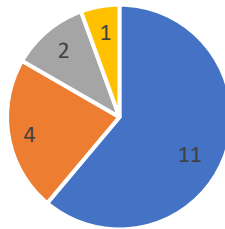
- Palaces
- Folklore
- Sights
- Something old and known
- Theatre
- Art
- History
- Castles
- Movies
- Do not know
- Race
- Traditions
- No answer

An opportunity to speak with a native speaker



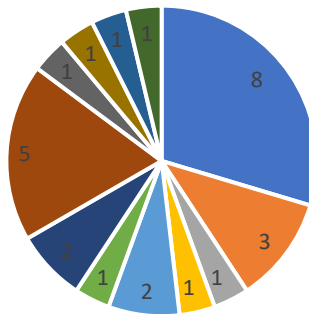
■ No ■ Do not know ■ Yes

Like learning about culture



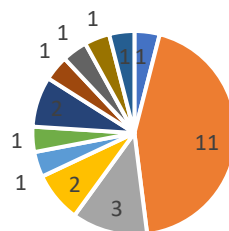
■ Yes ■ No ■ Do not know ■ Half-and-half

Speaking about the UK



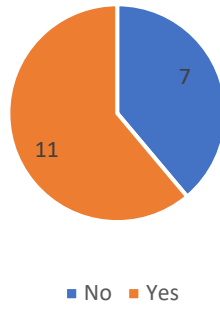
■ London ■ Tea ■ Flag ■ Driving on the left side
 ■ The Queen ■ London Eye ■ Buckingham Palace ■ Big Ben
 ■ River Thames ■ Tower Bridge ■ Tom Hiddleston ■ Do not know

Speaking about the USA

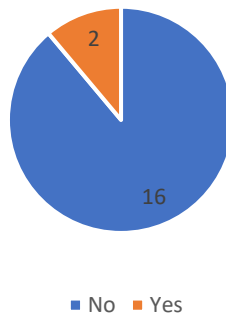


■ Friend from Chicago ■ NY ■ The White House ■ Washington D.C.
 ■ 50 States ■ Hollywood ■ Statue of Liberty ■ Shops
 ■ Do not know ■ No answer ■ Shooting

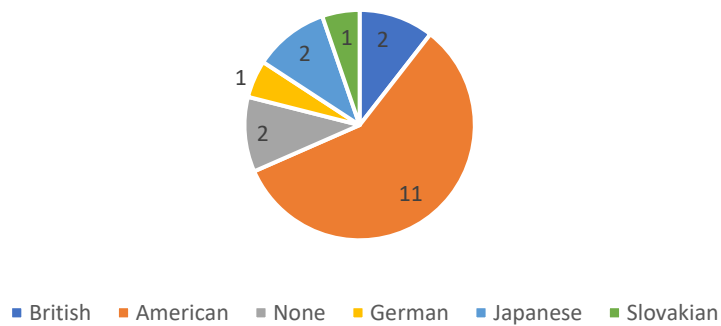
Classmate from an foreign country in the class



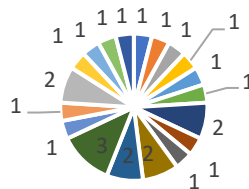
Knowing something about the culture of the foreign classmate



Favourite foreign culture



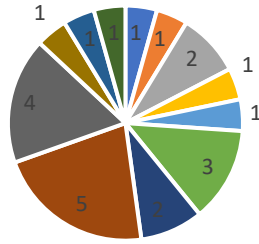
Films and Series



- Julie and Phantoms
- Stranger Things
- Riverdale
- Simpsons
- Kissing Both
- Too hot to handle
- What if
- Harry Potter
- Outer Banks
- Transporter

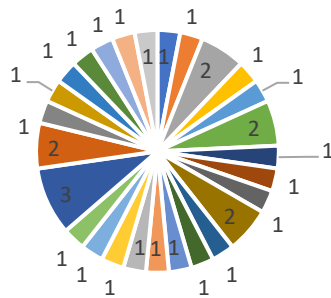
- Twilight
- American Horror Story
- Futurama
- Pirates of the Caribbean
- Marvel movies (Joker, Iron Man, Loki, Captain America,...)
- Souths Pakr
- Men in Black
- After
- No answer
-

Music artists



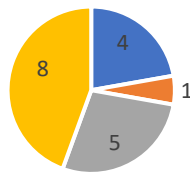
- One Direction
- Shakira
- Harry Styles
- Katy Perry
- Louis Tomlinson
- Eminem
- Lady Gaga
- No answer
- None
- Billie Eilish
- Ariana Grande
- Ed Sheeran

Actors and Actresses



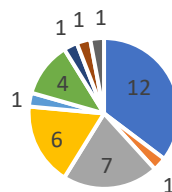
- Cameron Boyce
- Angelina Jolie
- Emma Watson
- Sebastian Stan
- Leonardo DiCaprio
- Tom Holland
- Chris Evans
- Tom Hiddleston
- Rowan Atkinson
- Robert Downey Junior
- Johnny Depp
- Chris Pratt
- Mark Rufalo
- Stan Lee
- Scarlett Johansson
- Elisabeth Olsen
- Ryan Reynolds
- Chris Hemsworth
- Brad Pitt
- Keanu Reeves
- Will Smith
- Kyllie Jenner
- Dwayne Johnson
- Jim Cavry
- Adam Sendler
- No answer
- Do not know

Writers



- J.K.Rowling
- Anna Todd
- Do not know
- No answer

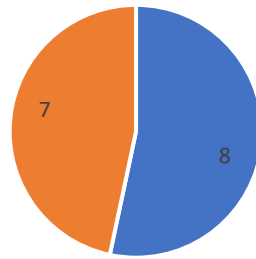
Other well-known people



- Donald Trump
- Usain Bolt
- The Queen Elisabeth II.
- Joe Biden
- Gordon Reneery
- Barack Obama
- Tommy Innit
- Wilbur Soot
- Do not know

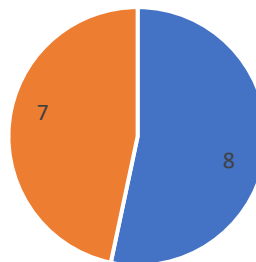
9.B

Age



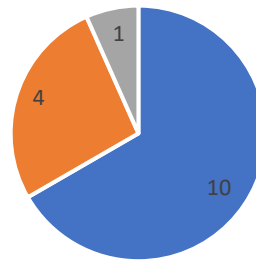
■ Fourteen ■ Fifteen

Gender



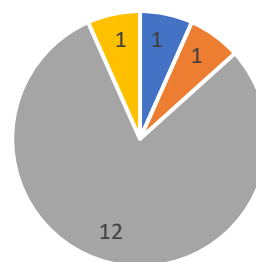
■ Male ■ Female

English as a favourite subject



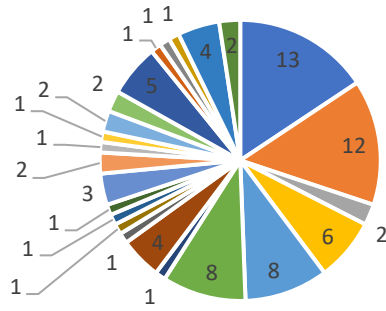
■ Yes ■ No ■ Half-and-half

Number of English-speaking countries



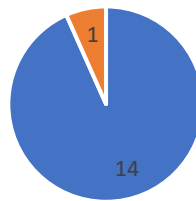
■ 60 ■ 65 ■ 67 ■ 69

Examples of English-speaking countries



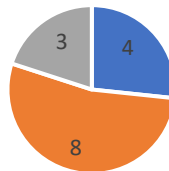
- UK
- USA
- New Quinea
- Australia
- Canada
- New Zealand
- Scotland
- Malta
- Caribbean
- Jamajca
- Barbados
- Philippines
- India
- Malaysia
- Tasmania
- Brazil
- Mexico
- Island
- Africa
- Singapur
- Ireland
- Asia
- Pakistan
- Nigeria

Visit of an English-speaking country



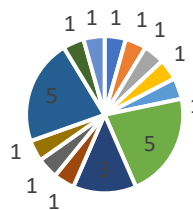
- No
- Yes

Noticing a cultural example



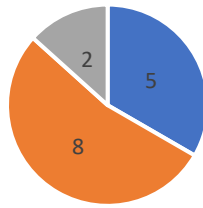
- No
- No answer
- Yes

Culture represents



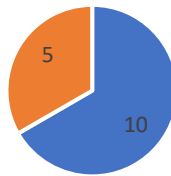
- Muzeum
- Music
- History
- Traditions
- Religion
- Sights
- Something that is specific for each country
- Education
- Cinema
- Customs
- Feasts
- Theatre
- Drinks

An opportunity to speak with a native speaker



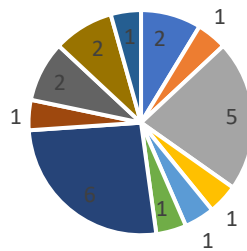
■ Yes ■ No ■ No answer

Like learning about culture



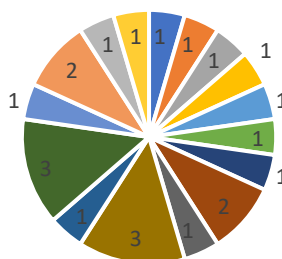
■ Yes ■ No

Speaking about the UK



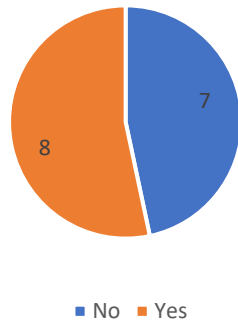
■ English ■ England ■ Big Ben ■ People
 ■ London Eye ■ Double-decker Bus ■ London ■ Buckingham Palace
 ■ Tower Bridge ■ The Queen ■ Big country

Speaking about the USA

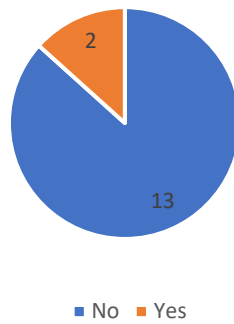


■ Waffles ■ Donald Trump ■ Big country ■ America
 ■ Fast Food ■ McDonald ■ Hamburgers ■ Money (Dollar)
 ■ Skyscrapers ■ NY ■ Hollywood ■ Washington D.C.
 ■ The White House ■ Statue of Liberty ■ Food and Drinks (Bars) ■ Earthquake and Tornado

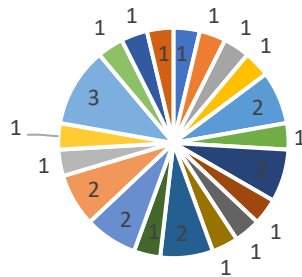
Classmate from an foreign country in the class



Knowing something about the culture of the foreign classmate

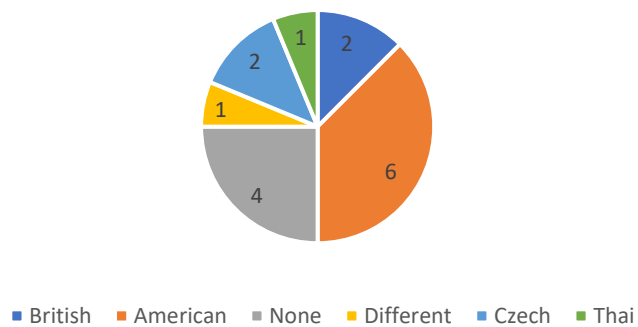


Films and Series

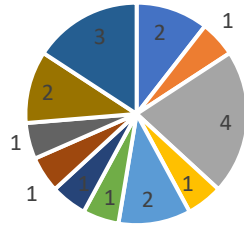


- The Great Gatsby
- 13 Reasons Why
- The Walking Dead
- Pirates of the Caribbean
- Stranger Things
- Two and a half man
- Harry Potter
- Euphoria
- The academy umbrella
- TVD
- Marvel movies
- The Vampire Diaries
- The Boy
- Friends
- The hundred
- Riverdale
- Sex Education
- Simpsons
- Fast and Furious
- Avengers

Favourite foreign culture



Music artists



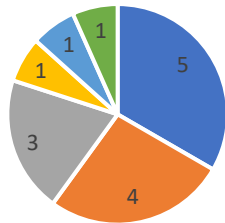
- None
- No answer
- Adele
- Alan Walker
- Eminem
- Michael Jackson
- Justin Bieber
- Ed Sheeran
- Harry Styles
- Selena Gomez
- Billie Eilish

Actors and Actresses



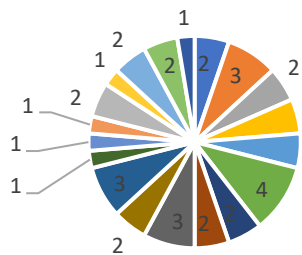
- Charlie Sheen
- Brad Pitt
- Emma Watson
- Angelina Jolie
- Robert Downey Junior
- Jennifer Aniston
- Vin Diesel
- Nina Dobrev
- Tom Holland
- Ian Somerhalder
- Dwayne Johnson
- Johnny Depp

Writers



- J.K.Rowling
- Jeff Kinney
- None
- Kiera Cass
- Charles Dickens
- Rachel Renné Russel

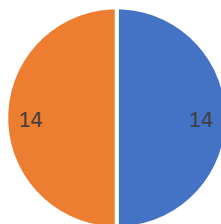
Other well-known people



- None
- Crosby
- Usain Bolt
- Messi
- The Queen Elisabeth II.
- Donald Trump
- Kim Kardashian
- David Buckham
- Kylie Jenner
- Kendall Jenner
- Joe Biden
- Lebron
- Mc David
- Tavares
- Mount
- Foden
- Maguire
- Kane
- Grealish

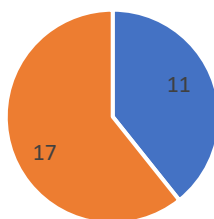
6.A

Age



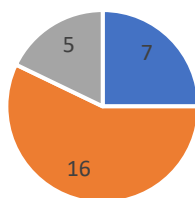
■ eleven ■ twelve

Gender



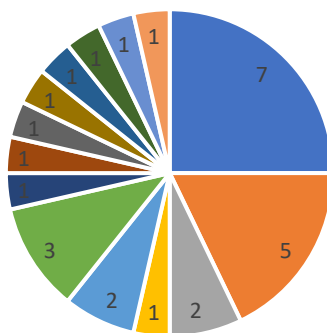
■ Male ■ Female

English as a favourite subject



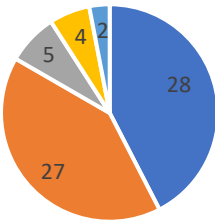
■ Yes ■ No ■ A bit

Number of English-speaking countries



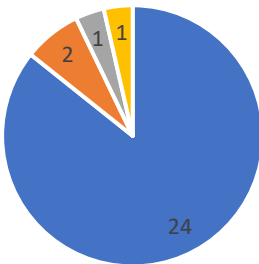
■ 4 ■ 3 ■ 5 ■ 9 ■ 18 ■ 30 ■ 42 ■ 48 ■ 63 ■ 35 ■ 32 ■ 17 ■ 12 ■ 10

Examples of English-speaking countries



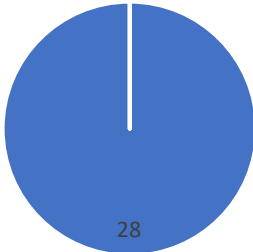
■ UK ■ USA ■ Canada ■ Australia ■ Africa

Visit of an English-speaking country



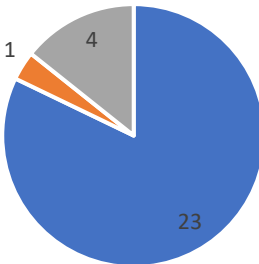
■ No ■ Yes (UK) ■ Yes (USA) ■ Yes (Africa)

An opportunity to speak with an native speaker



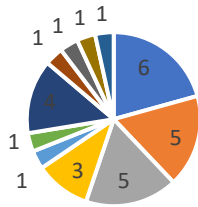
■ Yes

Noticing an cultural example



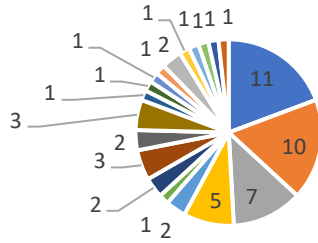
■ No ■ No answer ■ Do not know

Culture represents



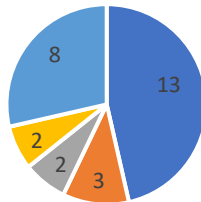
- Sights
- Food
- Fashion
- Traditions
- Customs
- Feasts
- Museum
- Concerts
- Theatres
- Cinema
- Music

Speaking about the UK



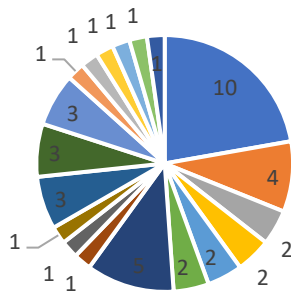
- The Queen
- London
- Football players Sterling
- Brexit
- Flag
- Food
- English
- Big Ben
- Harry Kane
- Double-Decker Buses
- England
- Tea
- Rain
- British
- Buckingham Palace
- State
- English Breakfast
- Do not know
- Buildings
- A lot of shops

Like learning about culture



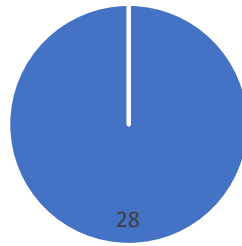
- Yes
- Half-and-half
- Do not know
- No answer
- No

Speaking about the USA



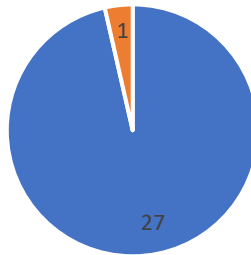
- Joe Biden
- Donald Trump
- Santa
- No answer
- American sweets
- Doughnuts
- USA
- John Morganek
- Big cities
- Action films
- Famous people
- Hamburgers
- A lot of shops
- Army
- Airport
- Texas
- SWAT
- NASA
- Film shooting

Classmate from an foreign country in the class



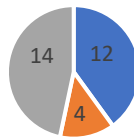
■ Yes

Knowing something about the culture of the foreign classmate



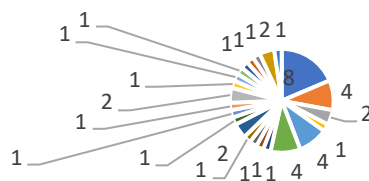
■ No ■ Yes

Favourite foreign culture



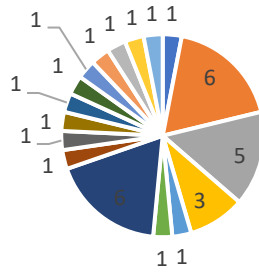
■ American ■ None ■ Different

Films and Series



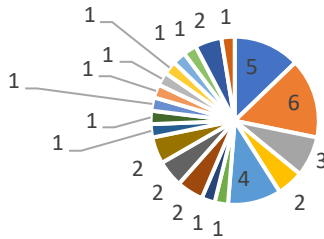
- Home Alone
- Fast and Furious
- Harry Potter
- The Middle
- Stranger Things
- Marvel movies
- The Big Bang Theory
- Star Wars
- Peaky Blinders
- Friends
- Grinch
- Friday 13th
- The Kisssing Both
- Teen Wolf

Music artists



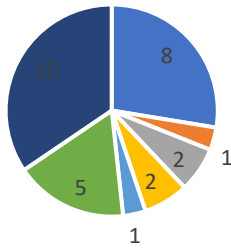
- Travy Scott
- Lady Gaga
- Billie Eilish
- None
- Imagine Dragons
- Ed Sheeran
- Ariana Grande
- Aurora
- Dua Lipa
- Eminem
- Taylor Swift
- Katty Perry
- John Lewis
- Lil Peep
- Cold Hart
- Justin Bieber
- No answer

Actors and Actresses



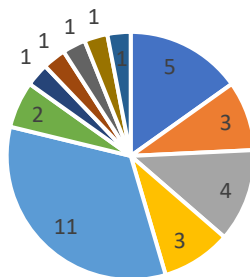
- Emma Watson
- Dwayne Johnson
- Paul Walker
- Millie Bobby Brown
- Tom Holland
- Robert Donney Junior
- Andrew Garfield
- None
- No answer
- Do not know
- Noah Schnapp
- Seidi Sink
- Johnny Depp
- Chris Evans
- Angelina Jolie
- Brad Pitt
- Jennifer Lopez
- Jennifer Aniston
- Chuck Norris
- Chris Hemsworth

Writers



- J.K.Rowling
- Roald Dahl
- Jeff Kenney
- No answer
- David Williams
- None
- Do not know

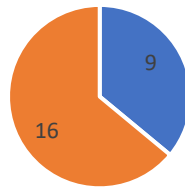
Other well-known people



- Donald Trump
- None
- No answer
- Charlie Damelio
- Joe Biden
- Do not know
- Michael Jordan
- Harry Kane
- The Queen Elisabeth II.
- Prince Charles
- Jordan Sancho

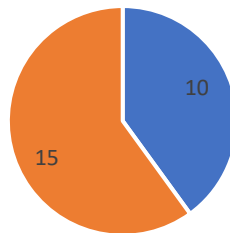
6.B

Age



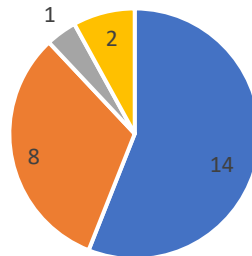
■ eleven ■ twelve

Gender



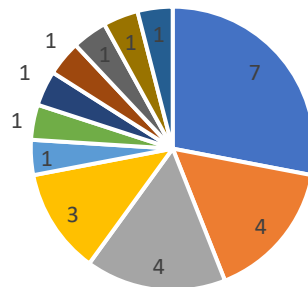
■ Male ■ Female

English as a favourite subject



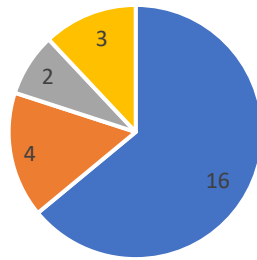
■ Yes ■ No ■ A bit ■ Not really

Number of English-speaking countries



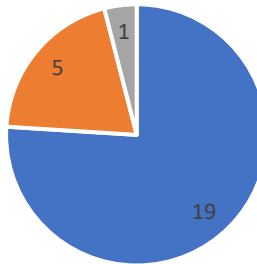
■ A lot ■ 6 ■ 20 ■ 5 ■ 76 ■ 50 ■ 4 ■ 28 ■ 17 ■ 12 ■ 11

Noticing an cultural example



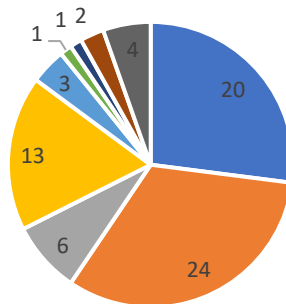
■ No ■ No answer ■ Do not know ■ Yes (Music, Food, Fashion, Architecture, Big Ben)

Visit of an English-speaking country



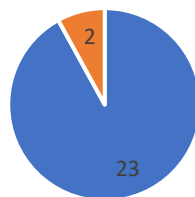
■ No ■ Yes (UK,USA) ■ No answer

Examples of English-speaking countries



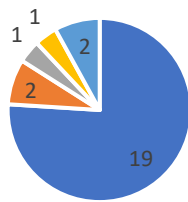
■ UK ■ USA ■ Canada ■ Australia ■ Africa ■ Ireland ■ Scotland ■ Brazil ■ India

An opportunity to speak with an native speaker



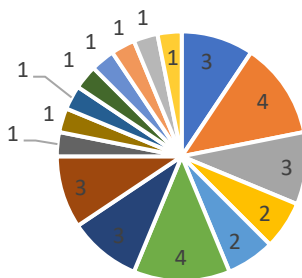
■ Yes ■ No

Like learning about culture



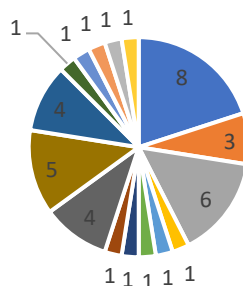
■ Yes ■ A bit ■ Do not know ■ No answer ■ No

Culture represents



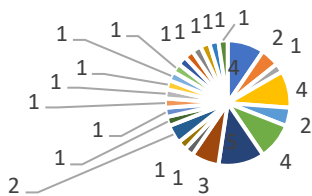
■ No answer ■ Food ■ Buildings ■ Customs ■ Events ■ Architecture ■ Sights ■ Traditions
 ■ Attractions ■ Do not know ■ History ■ Religion ■ Music ■ Films ■ Theatre ■ Travelling

Speaking about the UK



■ State ■ GB ■ London ■ Buildings
 ■ Island ■ Top Gear ■ Rain ■ Events
 ■ Big Ben ■ The Queen ■ Black tea with milk ■ Corgi dogs
 ■ The Royal family ■ Harry Potter ■ London Eye ■ Double-Decker Buses

Speaking about the USA

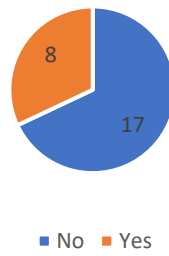


■ Joe Biden ■ Donald Trump ■ Statue of Liberty ■ Do not know
 ■ State ■ USA ■ Hamburgers ■ Halloween
 ■ The White House ■ Chevrolet Corvete ■ Fast Food ■ Weapons
 ■ Freedom ■ Wars ■ Las Vegas ■ Relative
 ■ English ■ Old cars ■ No answer ■ Tesla
 ■ Flag ■ Disneyland ■ Coca-cola ■ Shape of the continent

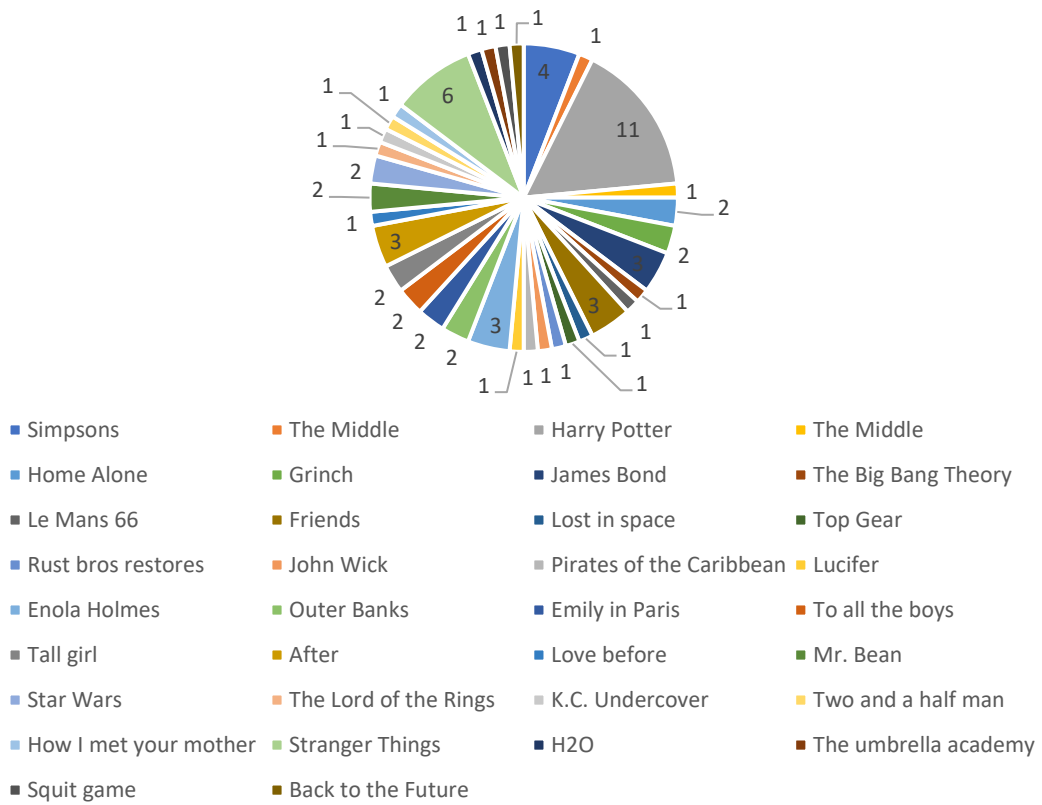
Classmate from an foreign country in the class



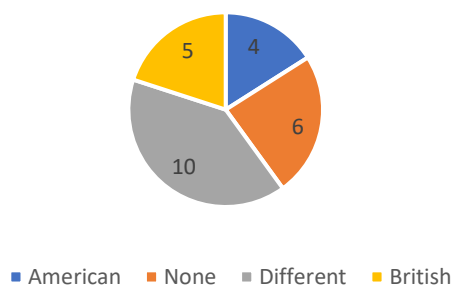
Knowing something about the culture of the foreign classmate

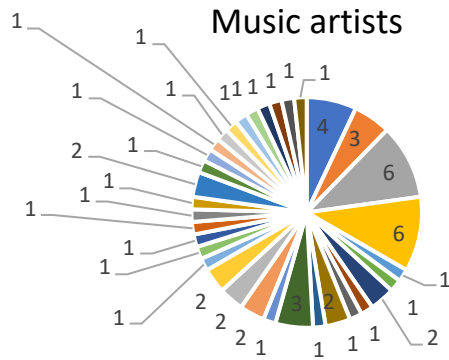


Films and Series

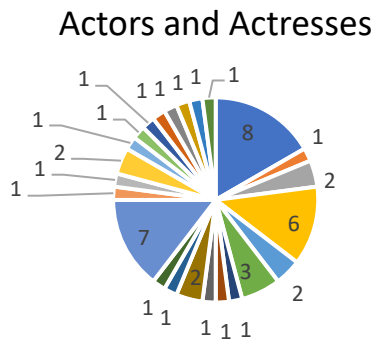


Favourite foreign culture



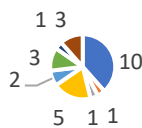


- Travy Scott
- Lady Gaga
- Billie Eilish
- Ariana Grande
- Dixie Damelio
- Charlie Damelio
- Katty Perry
- Justin Bieber
- Maneskin
- Avici
- Adele
- One Direction
- Michael Jackson
- Dua Lipa
- John Lennon
- Beatles
- Freddie Mercury
- Harry Styles
- Louis Tomlinson
- Nial Horan
- Liam Payne
- Zayn Malik
- Imagine Dragons
- Maroon 5
- Martin Garrix
- Halsey
- Taylor Swift
- No answer
- Rick Astley
- Snoop Dog
- Dr.D.R.E.
- Alan Walker
- Marshmallow
- None



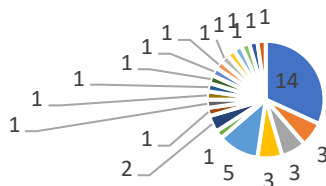
- Emma Watson
- None
- Madeline Cline
- Millie Bobby Brown
- Daniel Radcliffe
- Rupert Grint
- Robert Downey Junior
- Tom Holland
- John Etkinson
- Kean Reeves
- Daniel Craig
- Jean Conner
- Johnny Depp
- Kiera Knightley
- Brad Pitt
- Aidan Gallagher
- Pierce Brosner
- Robert Pattinson
- Scarlett Johansson
- Tom Felton
- Bonnie Writh
- Vin Diesel
- Paul Walker
- Dwayne Johnson

Writers



- J.K.Rowling
- Kiera Cass
- Jeff Kenney
- No answer
- David Williams
- Do not know
- John Flanagan
- None

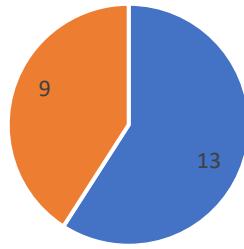
Other well-known people



- Donald Trump
- No answer
- Charlie Damelio
- Joe Biden
- The Queen Elisabeth II.
- Prince Philip
- Avani
- Boris Johnson
- Princess Diana
- Henry Ford
- Mr. Beast
- Kenedy
- Serena Williams
- Baxtrix
- G.Washington
- Kylie Jenner
- Kim Kardashian
- Kendal Jenner
- Kloe Kardashian
- Kourtney Kardashian

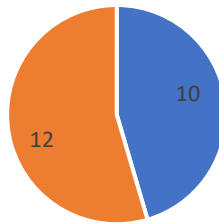
7.A

Age



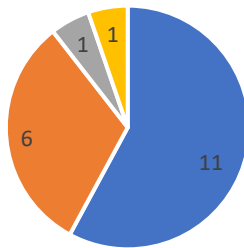
■ Twelve ■ Thirteen

Gender



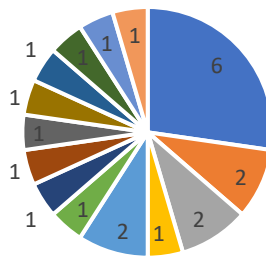
■ Male ■ Female

English as a favourite subject



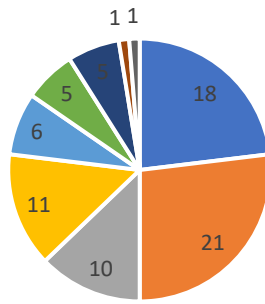
■ Yes ■ No ■ Half-and-half ■ Not really

Number of English-speaking countries



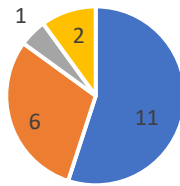
■ A lot ■ 6 ■ 7 ■ 5 ■ 30 ■ 9 ■ 77 ■ 55 ■ 50 ■ 20 ■ 16 ■ 12 ■ 10 ■ Do not know

Examples of English-speaking countries



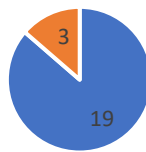
■ UK ■ USA ■ Canada ■ Australia ■ Ireland ■ Scotland ■ New Zealand ■ India ■ Jamaica

Noticing a cultural example



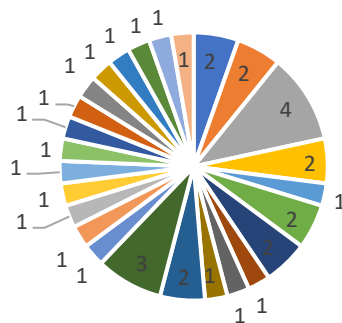
■ No ■ No answer ■ Probably not ■ Do not understand the question

Visit of an English-speaking country



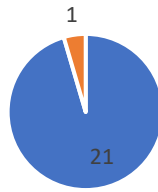
■ No ■ Yes (UK, USA, Canada)

Culture represents



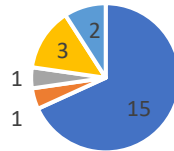
■ Traditions ■ Paintings ■ Customs ■ Do not know
 ■ Culture ■ Sights ■ History ■ Behaviour
 ■ Religion ■ Literature ■ Theatre ■ Food
 ■ Art ■ Dance ■ Cuisine ■ People
 ■ Cinema ■ Museum ■ The White House ■ Music
 ■ Architecture ■ Language ■ Different styles of houses ■ Buildings
 ■ Word ■ Events

An opportunity to speak with an native speaker



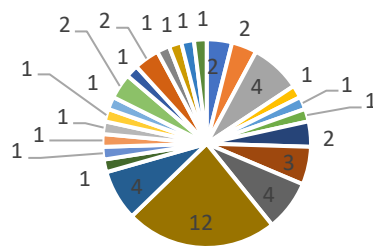
■ Yes ■ No

Like learning about culture



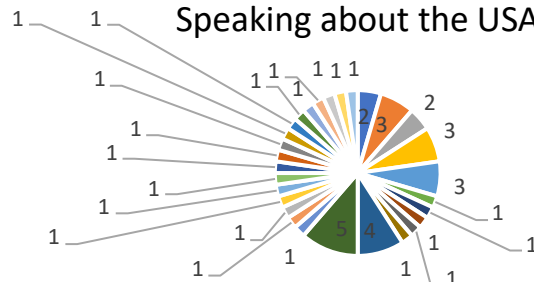
■ Yes ■ No really ■ Depends ■ No ■ Half-and-half

Speaking about the UK



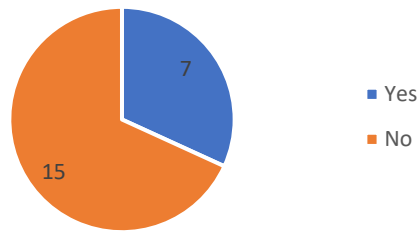
- Cold
- The Royal family
- English
- Tower Bridge
- Fish and Chips
- St. Patrick Day
- Rain
- England
- History
- Tea
- London
- Wales
- Island
- Red Telephone Boxes
- Flag
- Do not know
- State
- The Queen
- The Royal Guard
- Scotland
- Corgi dogs
- Big Ben
- Buckingham Palace
- Lochness Lake

Speaking about the USA

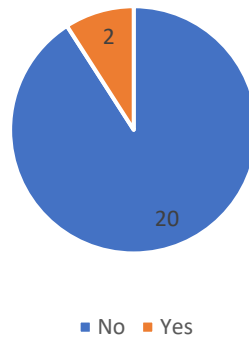


- Joe Biden
- Celebrities
- Thomson
- Thanksgiving
- USA
- Doughnuts
- Steaks
- Donald Trump
- Geography
- Multicam
- Styles of Houses
- NY
- Fast Food
- Amusement parks
- Statue of Liberty
- AR 15
- The White House
- The Golden Gate Bridge
- No answer
- Simpsons
- Coca-Cola
- Food
- M4
- Flag
- English
- Shops
- Pizza
- Hamburgers

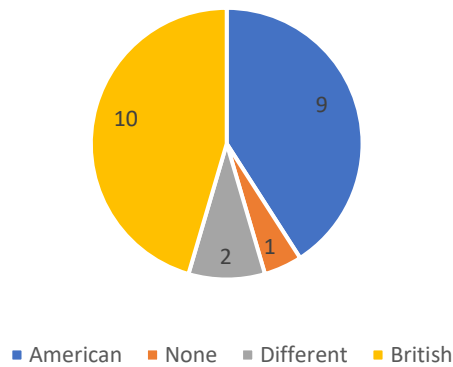
Classmate from an foreign country in the class



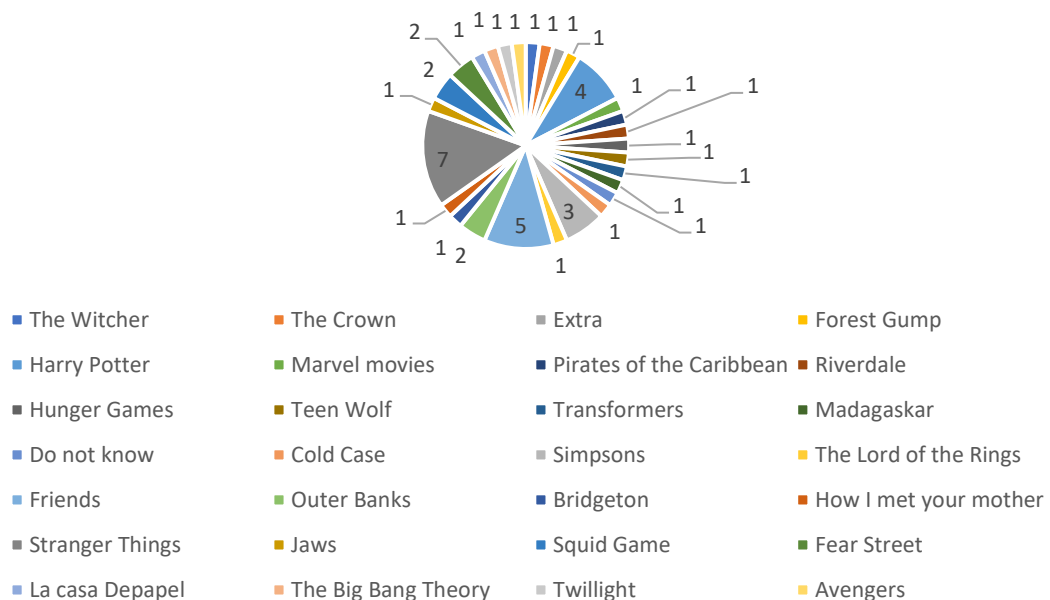
Knowing something about the culture of the foreign classmate



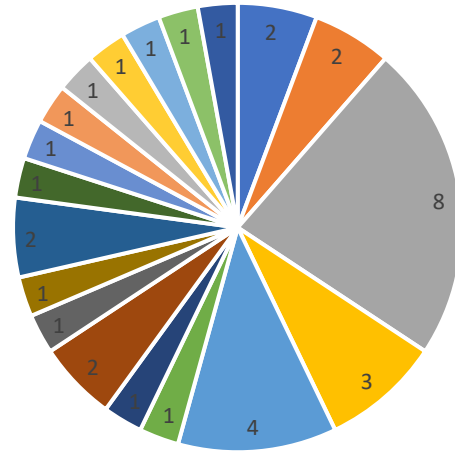
Favourite foreign culture



Films and Series

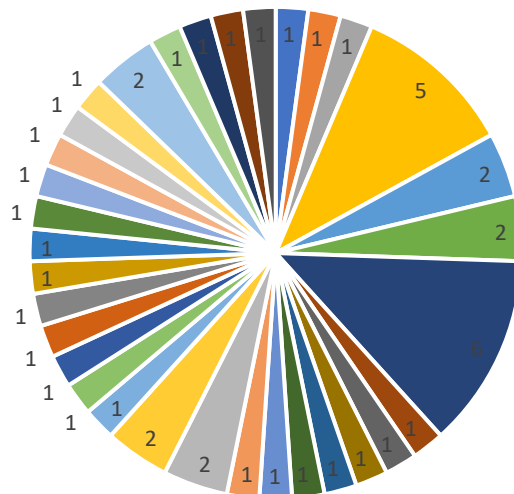


Music artists



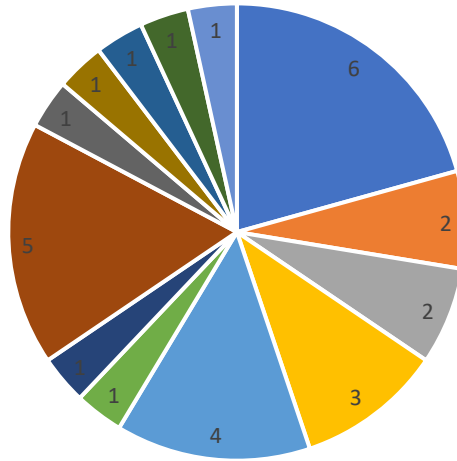
- Do not know
- None
- Billie Eilish
- Michael Jackson
- Ariana Grande
- Olivia Rodrigo
- Amadeus Mozart
- Justin Bieber
- Jojo Siwa
- Adele
- Beatles
- John Lennon
- Ed Sheeran
- Harry Styles
- Katy Perry
- No answer
- Dua Lipa
- Abba
- Freddie Mercury

Actors and Actresses



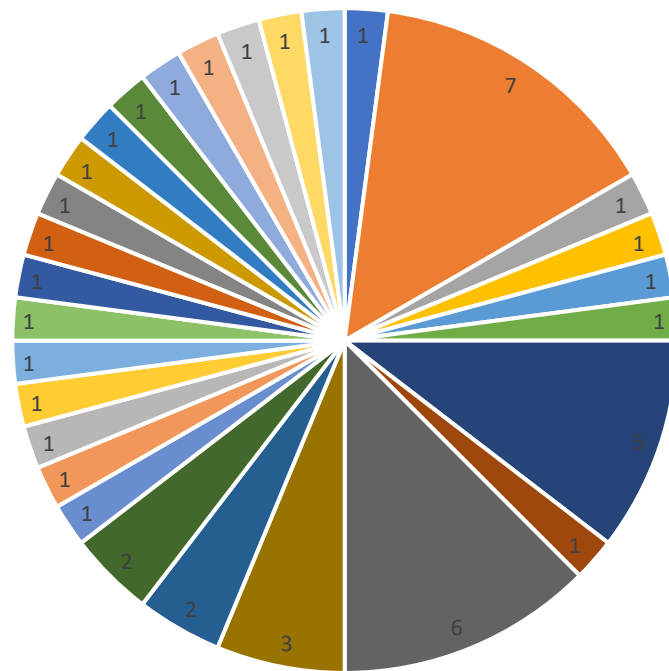
- Dylan O'Brien
- Dwayne Johnson
- Daniel Radcliffe
- Penelope Cruz
- Dove Cameron
- Cameron Boice
- Margot Robbie
- Tom Hanks
- Adam Sandler
- None
- Jennifer Aniston
- Tom Hardy
- Emma Watson
- Robert Pattinson
- No answer
- Brad Pitt
- Keanu Reeves
- Benjamin Wadsworth
- Millie Bobby Brown
- Lily James
- Kristen Steward
- Robin Williams
- Vin Diesel
- Nicolas Cage
- Johnny Depp
- Finn Wolfhard
- Angelina Jolie
- Noah Schnapp
- Sofia Carson
- Helena Bonham Carter
- Paul Walker
- Vanessa Morgan

Writers



- J.K.Rowling
- Stephen Kings
- Roald Dahl
- No answer
- David Williams
- Do not know
- John Flanagan
- None
- William Shakespeare
- Tolkien
- Lewis
- Charles Dickens
- Jane Austen

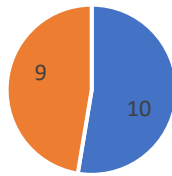
Other well-known people



- None
- The Queen Elisabeth II.
- Mark Lewis-Francis
- David Cameron
- Boris Johnson
- Arnold Schwarzenegger
- Joe Biden
- Lebron James
- Donald Trump
- Barack Obama
- Abraham Lincoln
- Michael Jordan
- Bill Gates
- Mark Zuckerberg
- Jeff Elon Musk
- Bezosi
- Bob Ross
- The King Richard VIII.
- Christiano Ronaldo
- John Kennedy
- George Washington
- Rudy Gobert
- Messi
- No answer
- Noah Shnapp
- Dwayne Johnson
- Justin Bieber
- Leonardo DiCaprio
- The Queen Elisabeth I.

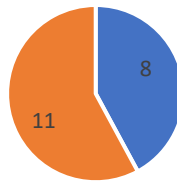
7.B

Age



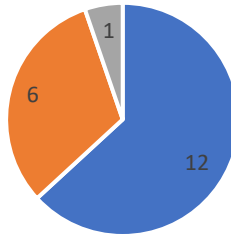
■ Twelve ■ Thirteen

Gender



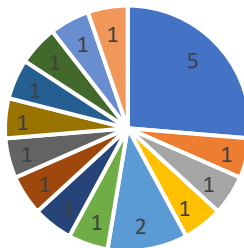
■ Male ■ Female

English as a favourite subject



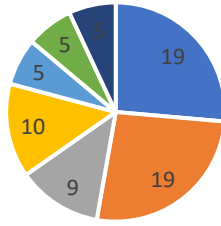
■ Yes ■ No ■ Half-and-half

Number of English-speaking countries



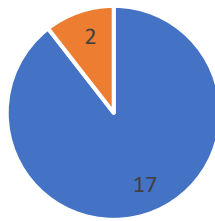
■ A lot ■ 80 ■ 54 ■ 5 ■ 30 ■ 9 ■ 77 ■ 60 ■ 45 ■ 20 ■ 16 ■ 12 ■ 10 ■ Do not know

Examples of English-speaking countries



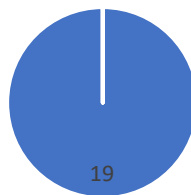
■ UK ■ USA ■ Canada ■ Australia ■ Ireland ■ Scotland ■ New Zealand

Visit of an English-speaking country



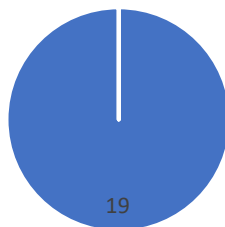
■ No ■ Yes (UK)

Noticing a cultural example



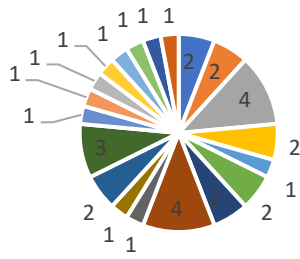
■ No

An opportunity to speak with a native speaker



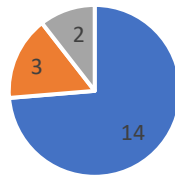
■ Yes

Culture represents



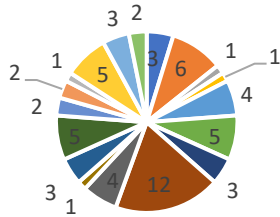
- Traditions
- Paintings
- Customs
- Do not know
- Culture
- Sights
- History
- People
- Religion
- Literature
- Theatre
- Food
- Art
- Cinema
- Museum
- Music
- Architecture
- Language
- Buildings
- Events

Like learning about culture



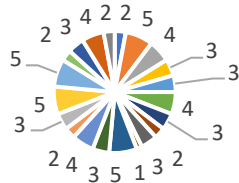
- Yes
- Do not know
- No

Speaking about the UK



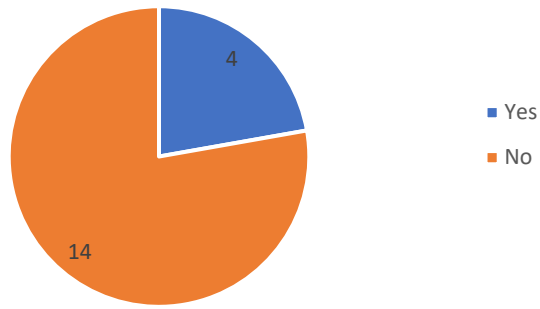
- Cold
- Rain
- Tower Bridge
- Tea
- London
- Buckingham Palace
- History
- Red Telephone Boxes
- Do not know
- Island
- Flag
- State
- The Royal family
- English
- England
- Fish and Chips
- Big Ben

Speaking about the USA

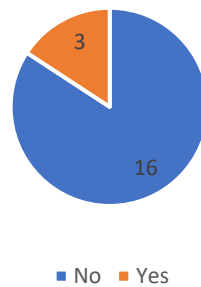


- Joe Biden
- Celebrities
- Styles of Houses
- NY
- Fast Food
- NHL
- Donald Trump
- The White House
- The Golden Gate Bridge
- No answer
- Simpsons
- Statue of Liberty
- Flag
- English
- Shops
- Food
- Thanksgiving
- USA
- Doughnuts
- Hamburgers
- Coca-Cola

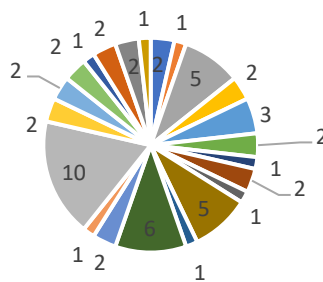
Classmate from an foreign country in the class



Knowing something about the culture of the foreign classmate

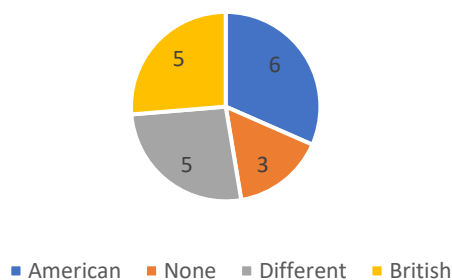


Films and Series

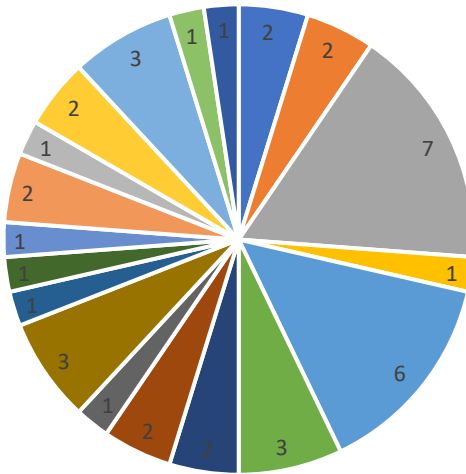


- The Witcher
- Forest Gump
- Harry Potter
- Marvel movies
- Pirates of the Caribbean
- Riverdale
- Teen Wolf
- Transformers
- Do not know
- Simpsons
- The Lord of the Rings
- Friends
- Outer Banks
- How I met your mother
- Stranger Things
- Squid Game
- Fear Street
- The Big Bang Theory
- Twilight
- Avengers
- Two and a half man
- The umbrella academy

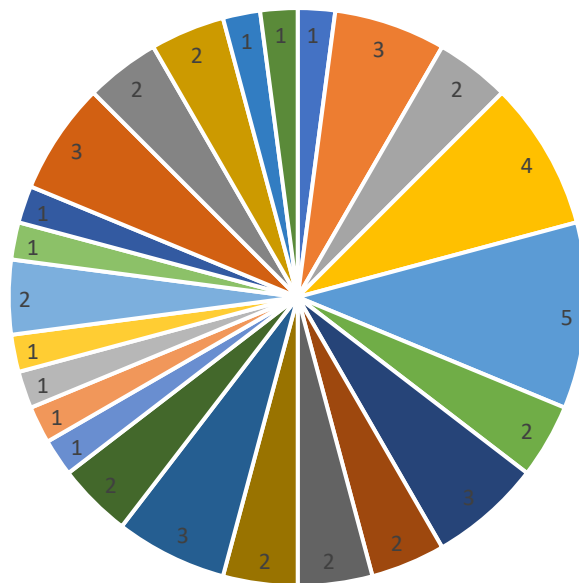
Favourite foreign culture



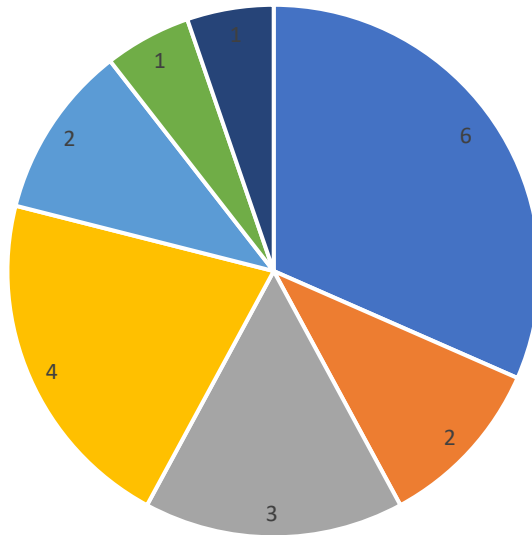
Music artists



Actors and Actresses

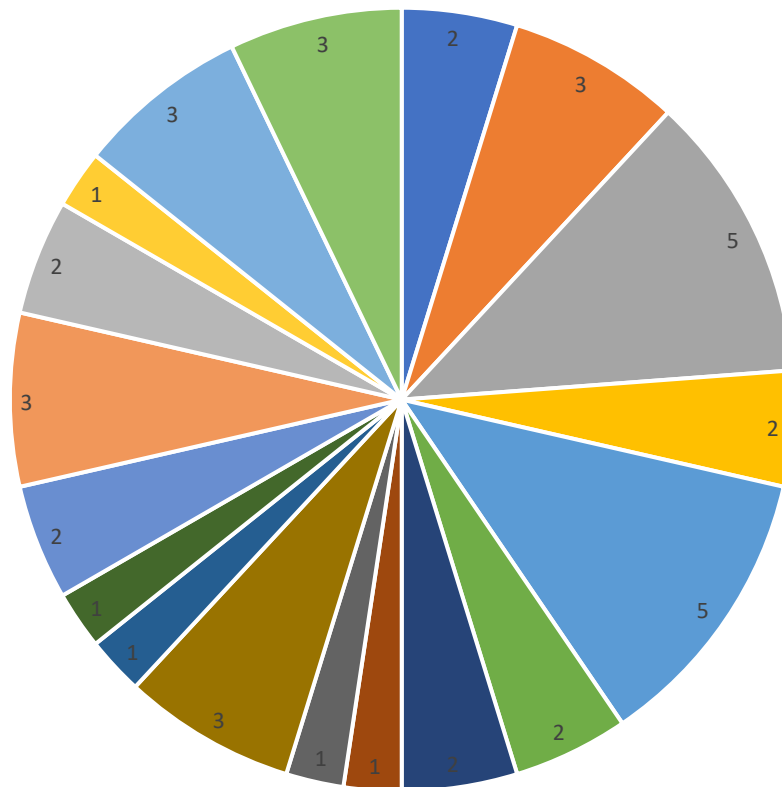


Writers



■ J.K.Rowling ■ Stephen Kings ■ No answer ■ David Williams ■ Do not know ■ William Shakespeare ■ Charles Dickens

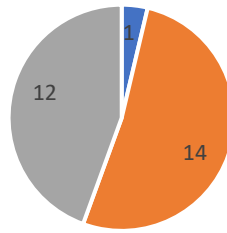
Other well-known people



■ None ■ Boris Johnson ■ Joe Biden ■ Lebron James ■ Donald Trump
 ■ Barack Obama ■ Michael Jordan ■ Bill Gates ■ Mark Zuckerberg ■ Cristiano Ronaldo
 ■ John Kennedy ■ George Washington ■ Rudy Gobert ■ Messi ■ No answer
 ■ Noah Schnapp ■ The Queen Elisabeth I. ■ The Royal Family

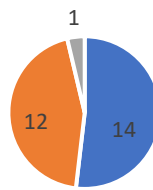
8.A

Age



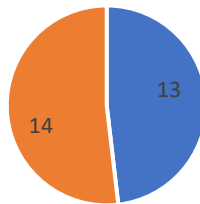
■ Twelve ■ Thirteen ■ Fourteen

Gender



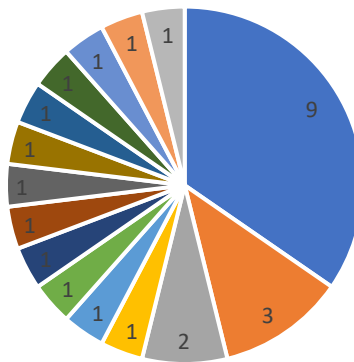
■ Male ■ Female ■ Do not want to mention

English as a favourite subject



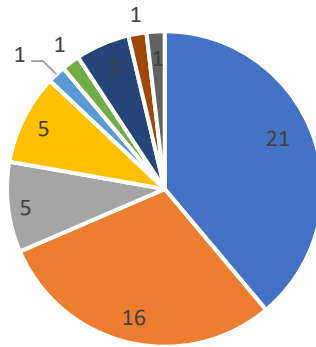
■ Yes ■ No

Number of English-speaking countries



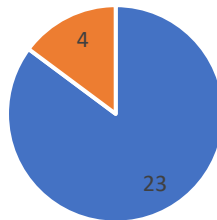
■ A lot ■ 30 ■ 3 ■ 8 ■ over 10 ■ over 15 ■ 10 ■ 12 ■ 15 ■ 20 ■ 2 ■ 25 ■ 28 ■ 450 ■ 6

Examples of English-speaking countries



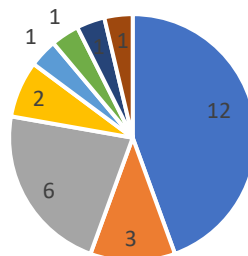
■ UK ■ USA ■ Canada ■ Australia ■ Africa ■ Mexico ■ None ■ Do not know ■ No answer

Visit of an English-speaking country



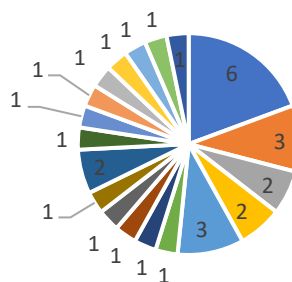
■ No ■ Yes (UK)

Noticing a cultural example



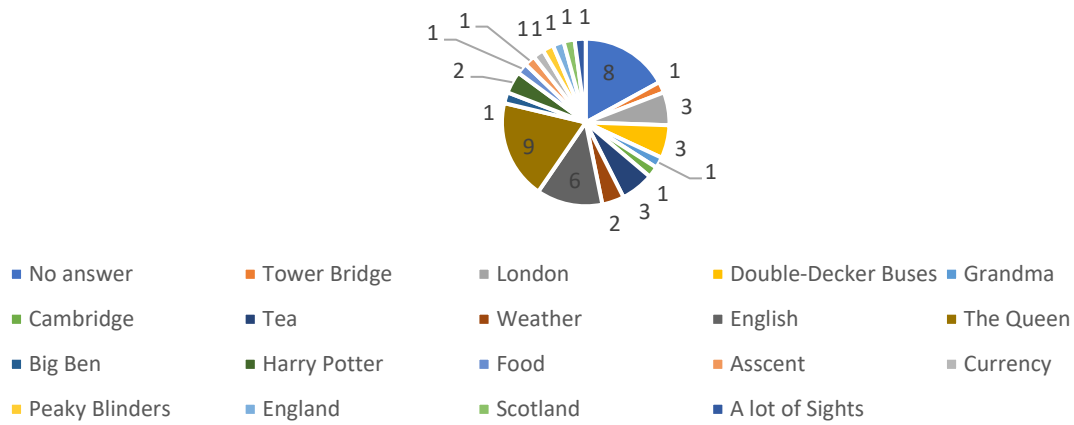
■ No ■ No answer ■ Do not know ■ Tea with milk ■ Dance ■ Different Currency ■ Sights ■ Wearing shoes at home

Culture represents

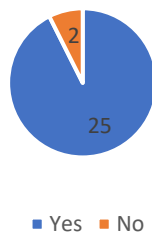


■ No answer ■ Do not know ■ Sights ■ Past ■ Customs
 ■ Some typical things ■ Books ■ Culture of history ■ Fashion ■ Music
 ■ Dance ■ Something boring ■ Tea with milk ■ Country ■ Streets
 ■ Everything ■ Art ■ Way of Life ■ Food

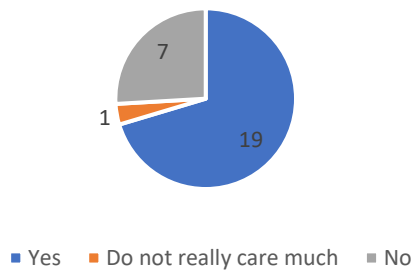
Speaking about the UK



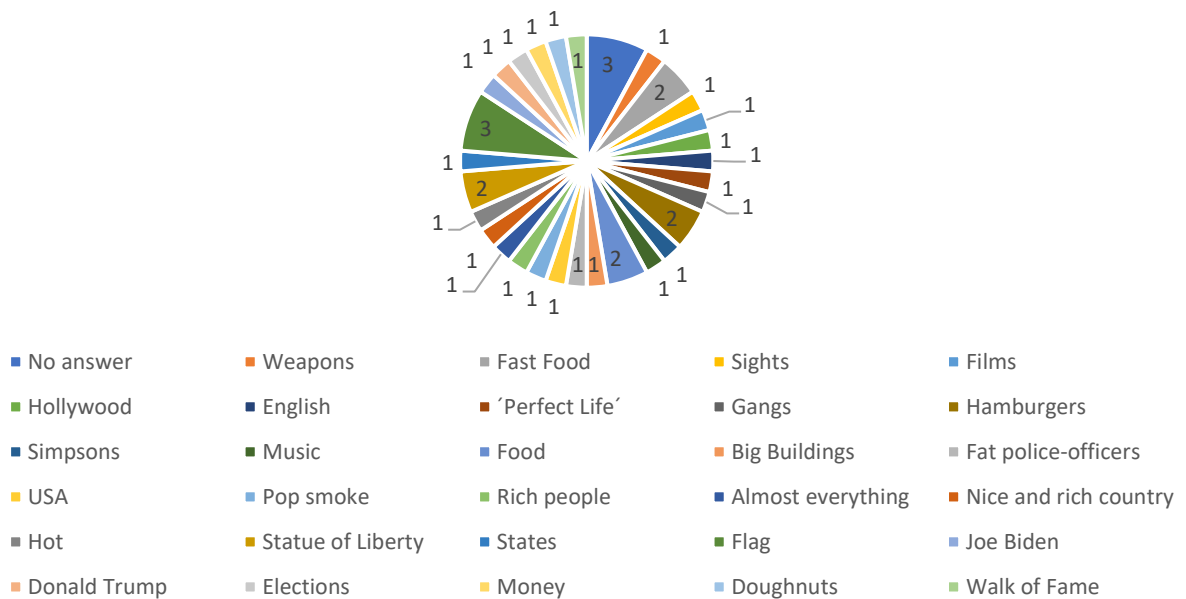
An opportunity to speak with a native speaker



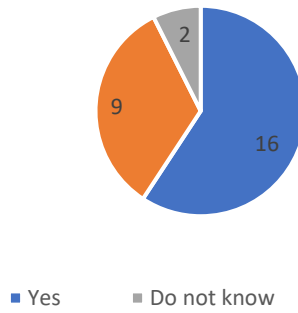
Like learning about culture



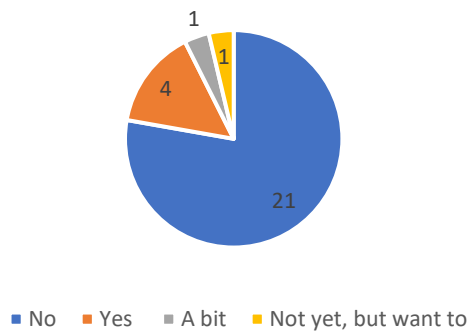
Speaking about the USA



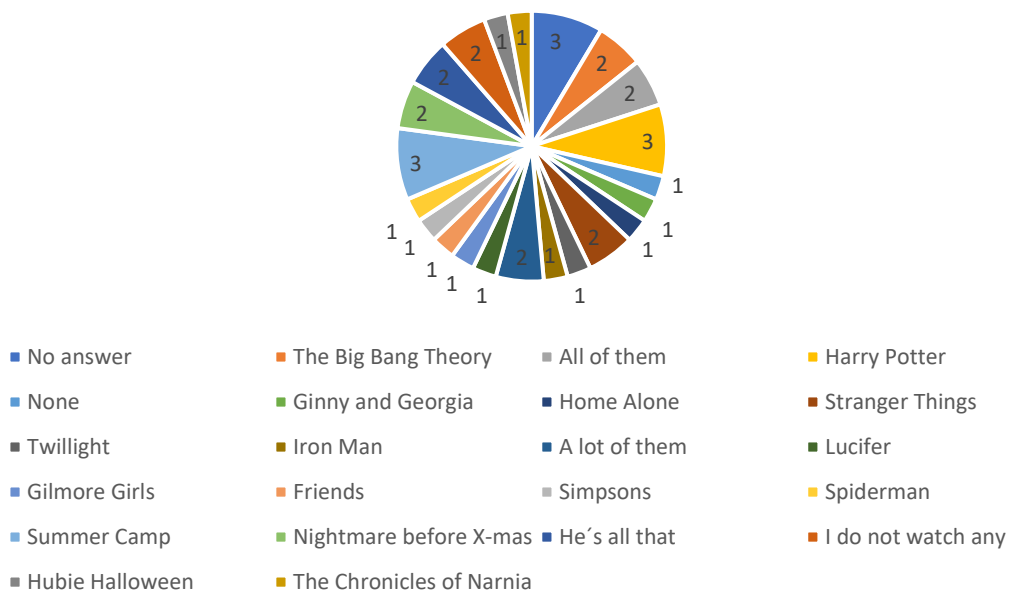
Classmate from an foreign country in the class



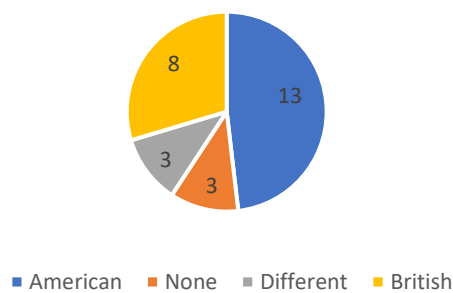
Knowing something about the culture of the foreign classmate



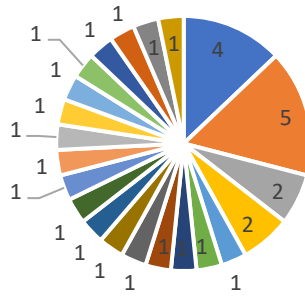
Films and Series



Favourite foreign culture

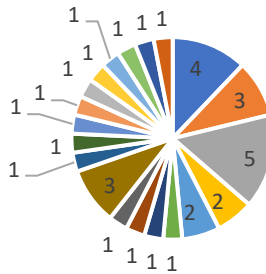


Music artists



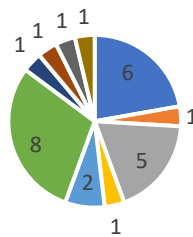
- Ed Sheeran
- None
- Dadaby
- No answer
- Billie Eilish
- Imagine Dragons
- Glass Animals
- Harry Styles
- John Lennon
- Robbie Williams
- Lady Gaga
- Do not know
- Axi Rose
- Adele
- George Ezra
- Olivia Rodrigo
- Pop smoke
- Post Malone
- Rick Astley
- XXXtentacion
- Yungblud
- A lot of them

Actors and Actresses



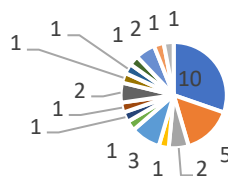
- Tom Holland
- None
- No answer
- Do not know
- Emma Watson
- Charlie Sheen
- James Phelps
- Johnny Depp
- Johnny Sins
- Leonardo DiCaprio
- Millie Bobby Brown
- Brad Pitt
- Angelina Jolie
- Adam Sedler
- Dylan O'brien
- Sean Connery
- Dwayne Johnson
- Tom Hardy
- Zendya
- A lot of them

Writers



- J.K. Rowling
- None
- No answer
- David Williams
- Do not know
- Roald Dahl
- Do not read
- Do not remember
- Brothers Grimm
- Mozart

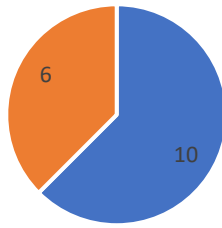
Other well-know people



- Donald Trump
- None
- No answer
- Boris Johnson
- The Queen Elisabeth II.
- Actors
- The Teacher Mabbet
- The King Richard III.
- Michael Jordan
- Johnny Sins
- Neil Armstrong
- Oliver Cromwell
- Christiano Ronaldo
- Joe Biden
- Do not know

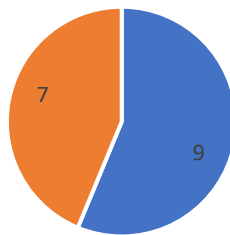
8.B

Age



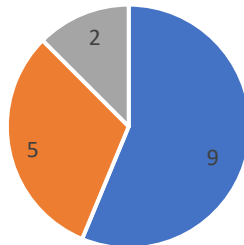
■ Thirteen ■ Fourteen

Gender



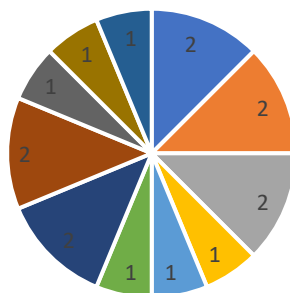
■ Male ■ Female

English as a favourite subject



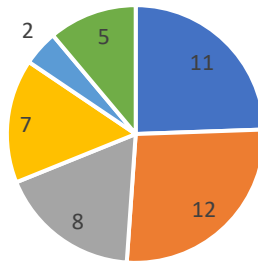
■ Yes ■ No ■ Depends

Number of English-speaking countries



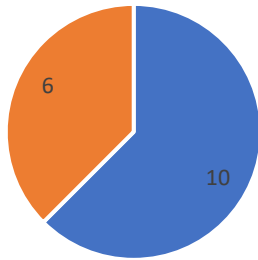
■ A lot ■ 20 ■ 4 ■ over 10 ■ Do not know ■ around 30 ■ 5 ■ 15 ■ 80 ■ 32 ■ 30

Examples of English-speaking countries



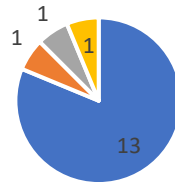
■ UK ■ USA ■ Canada ■ Australia ■ Ireland ■ New Zealand

Visit of an English-speaking country



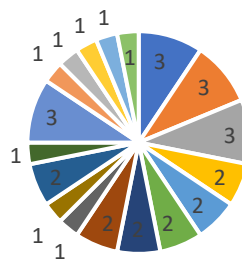
■ No ■ Yes (UK)

Noticing an cultural example



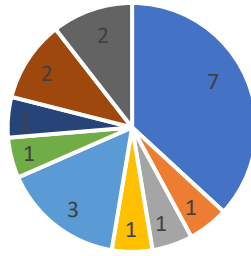
■ No ■ Religion ■ Specific Houses ■ Sights

Culture represents



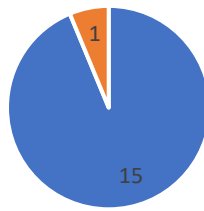
■ Art ■ Food ■ Language ■ Religion
 ■ Buildings ■ Music ■ Sights
 ■ History ■ Different style of houses ■ Traditions ■ Customs
 ■ Literature ■ Education ■ Theatre ■ Museum
 ■ Mentality ■ Fashion

Speaking about the UK



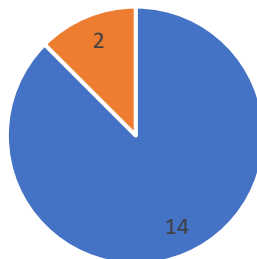
■ The Queen ■ Specific Buildings ■ Piccadilly Circus ■ London ■ The Royal Family ■ Brexit ■ Football ■ Rain ■ Cold

An opportunity to speak with an native speaker



■ Yes ■ No

Like learning about culture



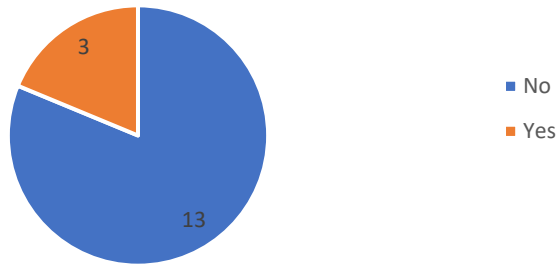
■ Yes ■ Not really

Speaking about the USA



■ Slaves ■ Colonies
 ■ A lot of nations and cultures ■ Dirty cities
 ■ The Statue of Liberty ■ Barack Obama
 ■ American Dream ■ Money
 ■ Obesity ■ NY
 ■ Hot ■ Diversity

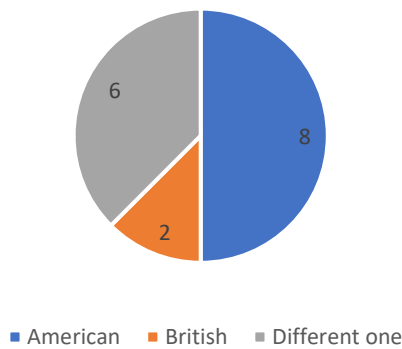
Classmate from an foreign country in the class



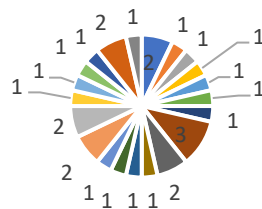
Knowing something about the culture of the foreign classmate



Favourite foreign culture

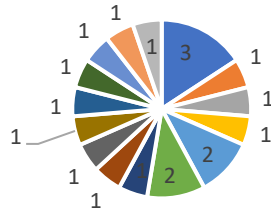


Films and Series



- Spiderman
- The end of fucking world
- Cobra Kai
- Stranger Things
- The good doctor
- I am not okay with this
- Do not know
- Harry Potter
- Riverdale
- Hunger Games
- Teen Wolf
- Transformers
- Pirates of the Caribbean
- Marvel movies
- Friends
- Pretty Woman
- A lot of them
- Vampire Diaries
- After
- Peaky Blinders
- The Holliday

Music artists



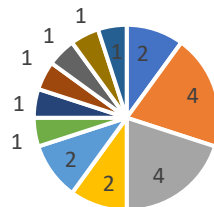
- Adele
- There is a lot of them
- Ed Sheeran
- Harry Styles
- Billie Eilish
- Justin Bieber
- Amadeus Mozart
- One Direction
- Miley Cyrus
- Lindsey Stirling
- Lady Gaga
- Taylor Swift
- John Lennon
- Elton John
- Dua Lipa

Actors and Actresses



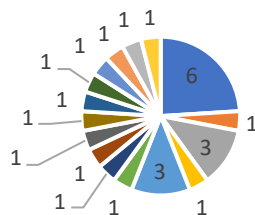
- Vanessa Morgan
- Margot Robbie
- Noah Schnapp
- Benjamin Wadsworth
- Tom Holland
- Christopher Lee
- Timothée Chalamet
- Brad Pitt
- Freddie Highmore
- Dwayne Johnson
- Tom Hanks
- Emma Watson
- Robin Williams
- Millie Bobby Brown
- Johnny Depp
- Angelina Jolie
- Leonardo DiCaprio
- Helena Bonham Carter
- Finn Wolhard
- Dylan O'brien
- Jennifer Aniston
- Steven Segal

Writers



- Charles Dickens
- William Shakespeare
- J.K. Rowling
- Do not know
- Edgar Allan Poe
- George Orwell
- Do not read
- Do not remember
- Brothers Grimm
- Mozart
- Stephen Kings

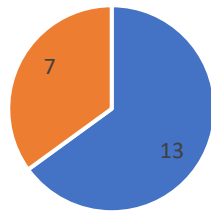
Other well-known people



- The Queen Elisabeth II.
- Donald Trump
- There is a lot of them
- John Bieden
- Michael Jordan
- Mark Lewis-Francis
- William Turner
- Marcus Rashford
- Barack Obama
- David Camerin
- Simone Biles
- Winston Churchill
- Christino Ronaldo
- Boris Johnson
- Keanu Reeves
- The Queen Victoria

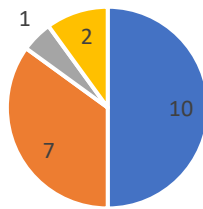
9.A

Age



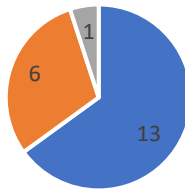
■ Fourteen ■ Fifteen

Gender



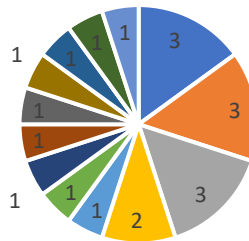
■ Male ■ Female ■ Not sure about this ■ Nonbinary

English as a favourite subject



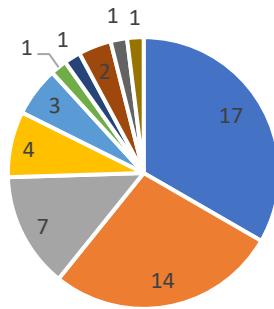
■ Yes ■ No ■ Do not mind

Number of English-speaking countries



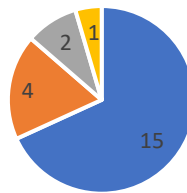
■ A lot ■ 70 ■ 7 ■ 10 ■ 8 ■ 611 ■ 6 ■ 40 ■ 4 ■ 3 ■ 20 ■ 18 ■ 1000

Examples of English-speaking countries



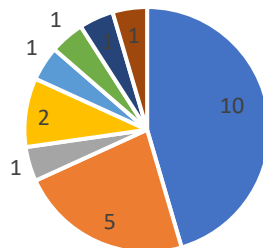
■ UK ■ USA ■ Canada ■ Australia ■ Africa ■ Ireland ■ Scotland ■ Nigeria ■ India ■ No

Visit of an English-speaking country



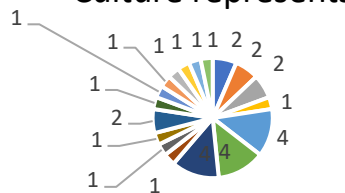
■ No ■ Yes (UK) ■ Yes (USA) ■ Yes (Canada)

Noticing a cultural example



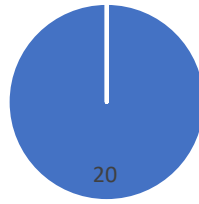
■ No ■ No answer ■ Sights ■ Food ■ Cities ■ Colour of skin ■ Double-Decker Buses ■ Red Telephone Boxes

Culture represents



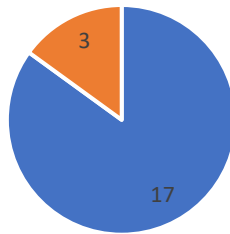
■ No answer ■ Feasts ■ Customs
 ■ Events ■ History ■ Sights
 ■ Traditions ■ People ■ Museum
 ■ Churches ■ City ■ Food
 ■ Something typical for each country ■ Art ■ Life
 ■ Music ■ Halloween ■ Nation

An opportunity to speak with a native speaker



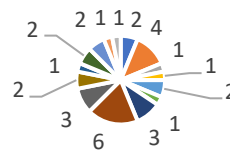
■ Yes

Like learning about culture



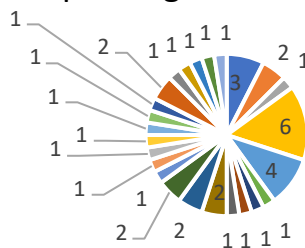
■ Yes ■ No

Speaking about the UK



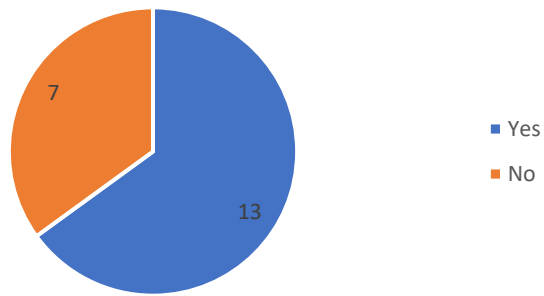
- Flag
- London
- English
- The Best Football League
- Rain
- Accent
- Big Ben
- The Queen
- Black tea with milk
- The Royal family
- London Eye
- Double-Decker Buses
- English Breakfast
- Cambridge
- Eiffel Tower

Speaking about the USA

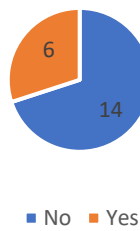


- Joe Biden
- Donald Trump
- Statue of Liberty
- NY
- Flag
- Hamburgers
- Fast Food
- They eat a lot
- Anyone can be sued
- Hot Dog
- Las Vegas
- LA
- Celebrities
- Famous Brands

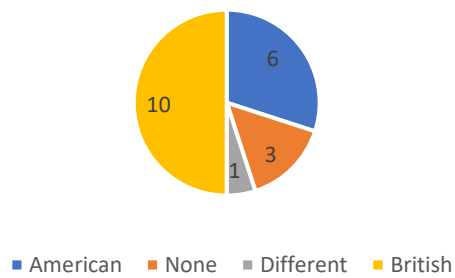
Classmate from an foreign country in the class



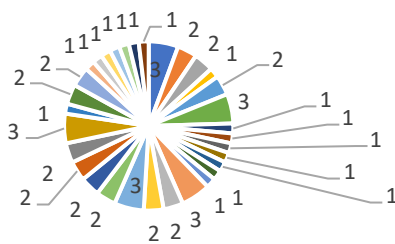
Knowing something about the culture of the foreign classmate



Favourite foreign culture

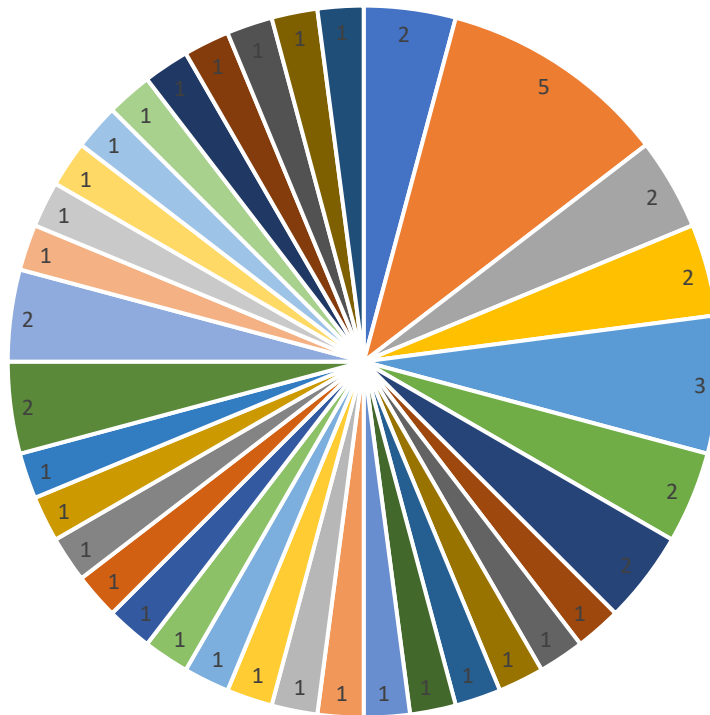


Films and Series



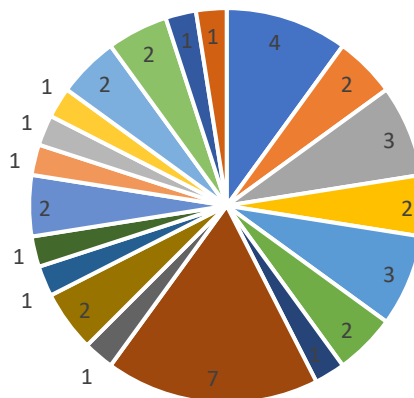
- Harry Potter
- Simpsons
- Lupin
- Zombieland
- Transformers
- Too hot to handle
- Sabrina
- Lucifer
- Anabelle
- The conjuring
- The end of the fucking world
- The Wolf of Wall Street
- Stranger Things
- Riverdale
- 13 Reasons Why
- After
- Marvel movies
- The circle
- Gossip Girl
- Outer Banks
- Gilmore Girls

Music artists



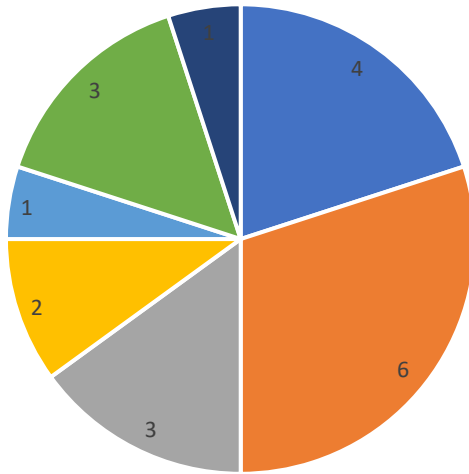
- | | | | | | |
|--------------------|-----------------|------------------|-------------------|-----------------|-------------------|
| ■ None | ■ Ariana Grande | ■ Beyonce | ■ Travis Scott | ■ Justin Bieber | ■ Harry Styles |
| ■ Katty Perry | ■ Selena Gomez | ■ Olivia Rodrigo | ■ ASAP Rocky | ■ Ed Sheeran | ■ Eminem |
| ■ Gang girl in red | ■ Halsey | ■ Post Melon | ■ Louis Tomlinson | ■ Zendaya | ■ Nial Horan |
| ■ The Weekend | ■ Zyan Malik | ■ Liam Payne | ■ Billie Eilish | ■ Ashe | ■ Juice Wrld |
| ■ Lil Peep | ■ XXXTentacion | ■ Marshmello | ■ Tupal | ■ Lady Gaga | ■ Do not remember |
| ■ Payboi Carti | ■ Shawn Mendes | ■ Adele | ■ Roxette | ■ Omar | |

Actors and Actresses



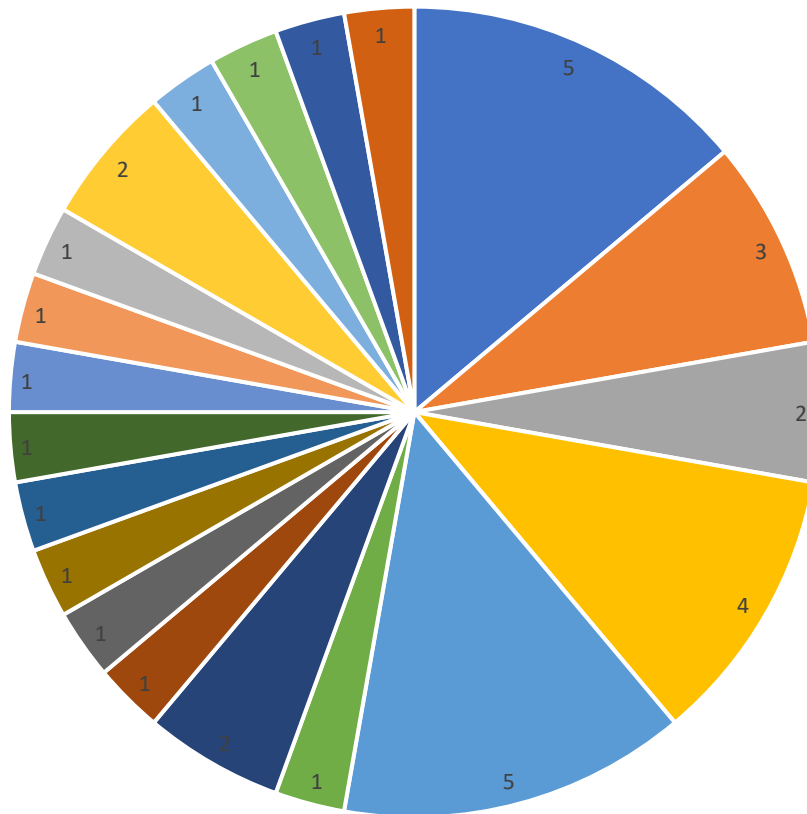
- | | | | | |
|---------------------|--------------------|---------------------|-----------------------|---------------------|
| ■ Emma Watson | ■ No answer | ■ Leonardo DiCaprio | ■ None | ■ Brad Pitt |
| ■ Tom Hanks | ■ Meryl Streep | ■ Tom Holland | ■ Angelina Jolie | ■ Zendaya |
| ■ Jennifer Lawrence | ■ Chris Pratt | ■ Nina Doubrev | ■ Edvin Ryding | ■ Omar |
| ■ Ian Somelhandler | ■ Jennifer Aniston | ■ Harry Styles | ■ Hero Fiennes-Tiffin | ■ Josephin Langrord |

Writers



■ No answer ■ None ■ Anna Todd ■ William Shakespeare ■ Stephen Kings ■ Do not remember ■ Lauren Myracle

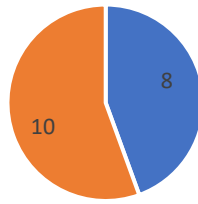
Other well-known people



■ Donald Trump ■ No answer ■ Barack Obama ■ Joe Biden
 ■ The Queen Elisabeth II. ■ Nicolas Winton ■ Do not know ■ Boris Johnson
 ■ Abbie and Julia ■ Zhirelle ■ Kardashians ■ Devin Booker
 ■ Louis Hamilton ■ Kobe Bryant ■ Lebron James ■ Harry Kane
 ■ Rahem Sterling ■ Bill Gates ■ Kloe Kardashian ■ Kourtney Kardashian

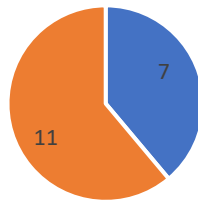
9.B

Age



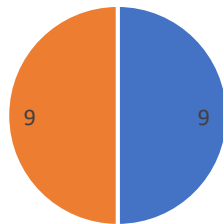
■ Fourteen ■ Fifteen

Gender



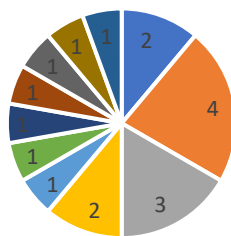
■ Male ■ Female

English as a favourite subject



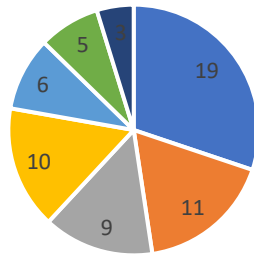
■ Yes ■ No

Number of English-speaking countries



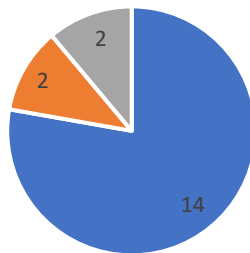
■ A lot ■ 6 ■ 4 ■ 10 ■ 54 ■ 5 ■ 30 ■ 3 ■ 20 ■ over 25 ■ No answer

Examples of English-speaking countries



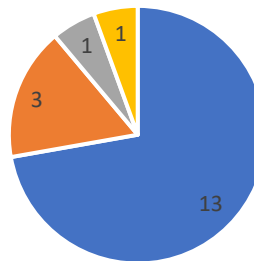
■ UK ■ USA ■ Canada ■ Australia ■ New Zealand ■ Ireland ■ Africa

Visit of an English-speaking country



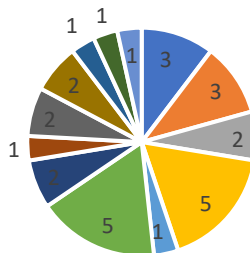
■ No ■ Yes (UK) ■ Yes (USA)

Noticing an cultural example



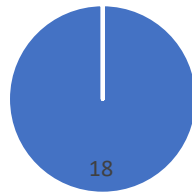
■ No ■ No answer ■ Big Ben ■ Brick Houses

Culture represents



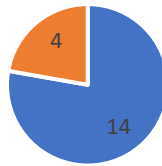
■ Do not know ■ Fashion ■ Tower Bridge ■ Customs ■ HMS ■ Sights ■ Traditions
 ■ Belfast ■ Big Ben ■ Food ■ Music ■ Feasts ■ Films

An opportunity to speak with a native speaker



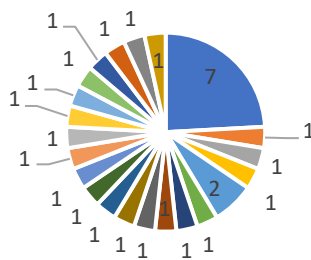
■ Yes

Like learning about culture



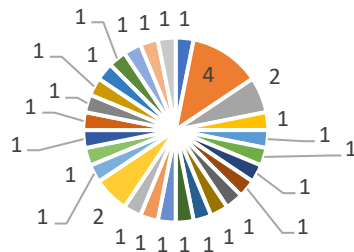
■ Yes ■ No

Speaking about the UK



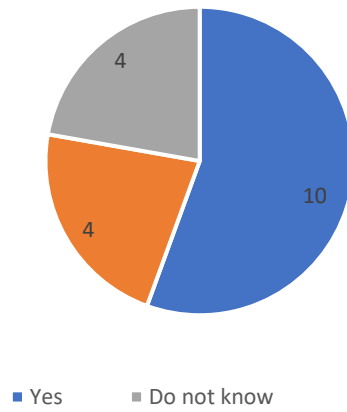
- The Queen Elisabeth II.
- Country
- Soldiers
- Flag
- Big Ben
- Stansted Airport
- Heatrow Airport
- Tower Bridge
- Stonehenge
- Scherlock Holmes
- Buckingham Palace
- London
- Telephone Boxex
- Brexit
- Do not know
- Bad Teeth
- Food
- Harry Styles
- Double-Decker Buses
- Art
- Museums
- England

Speaking about the USA

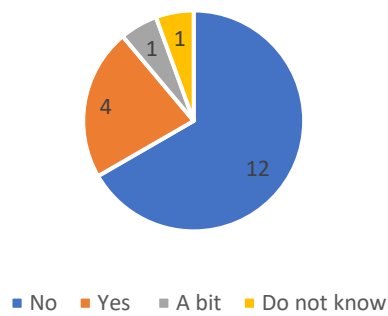


- Joe Biden
- Donald Trump
- Flag
- Pancakes
- Fast Food
- Skyscrapers
- George Floyd
- Food
- Shops
- Big Cities
- Brooklyn Bridge
- 11th September
- Continent
- The White House
- LA
- NY
- Apple
- Netflix
- JFK Airport
- Boeing
- Barack Obama
- Hot
- Las Vegas
- Independence Day
- Declaration
- Do not know
- USA

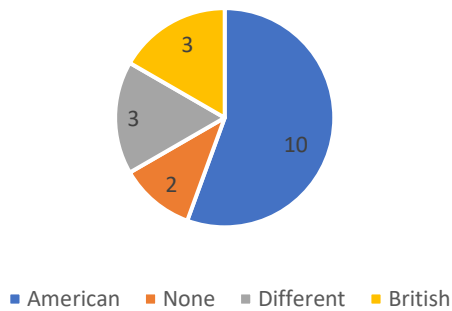
Classmate from an foreign country in the class



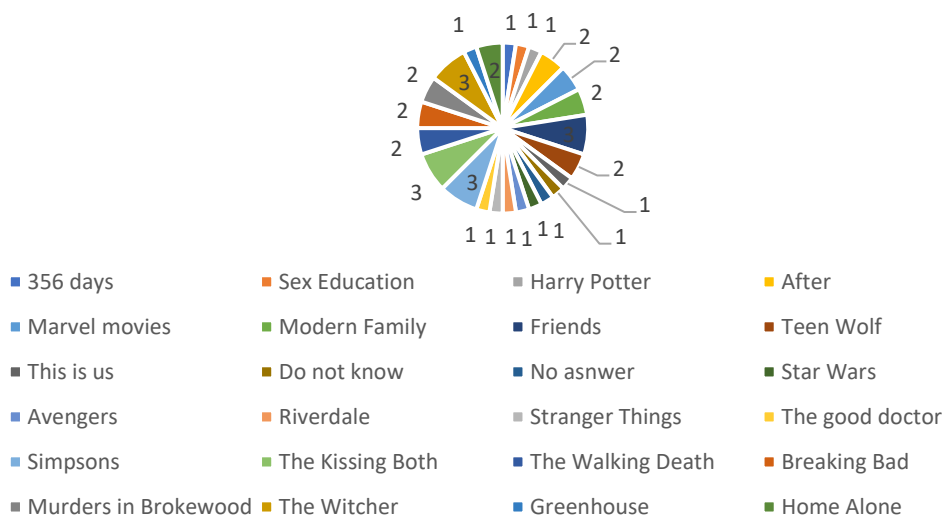
Knowing something about the culture of the foreign classmate



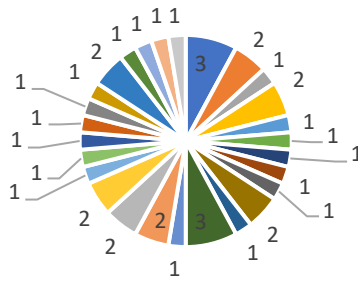
Favourite foreign culture



Films and Series

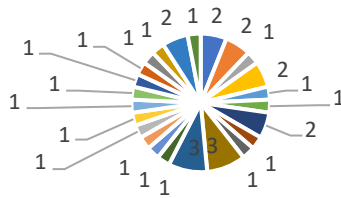


Music artists



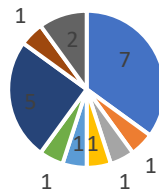
- | | | | | | |
|----------------|-----------------|----------------|----------------|-------------------|---------------|
| ■ Harry Styles | ■ Do not know | ■ XXXTentacion | ■ Selena Gomez | ■ Justin Bieber | ■ Sasha Sloan |
| ■ Sam Smith | ■ Pop smoke | ■ No answer | ■ Nial Horan | ■ Louis Tomlinson | ■ Liam Payne |
| ■ Zayn Malik | ■ Billie Eilish | ■ MGK | ■ Adele | ■ Taylor Swift | ■ Lil Peep |
| ■ Lana Del Rey | ■ Katty Perry | ■ Eminem | ■ Biggie | ■ Cheet Keef | ■ Eazy-E |
| ■ Dr.D.R.E. | ■ Halsey | ■ Ed Sheeran | | | |

Actors and Actresses



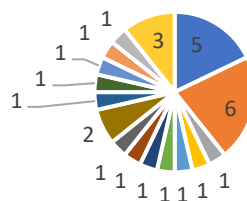
- | | | | | |
|----------------------|------------------|------------------|--------------------|------------------|
| ■ No answer | ■ Do not know | ■ Zendaya | ■ Tom Holland | ■ Harry Styles |
| ■ Timothee Chalamett | ■ Meghan Fox | ■ Tom Hiddleston | ■ Liam Hemswortj | ■ Emma Watson |
| ■ Leonardo DiCaprio | ■ John Boyega | ■ Johnny Depp | ■ Jennifer Aniston | ■ Morgan Freeman |
| ■ Abella Danger | ■ Johny Sins | ■ Chris Evans | ■ Dylan O'Brien | ■ Tyler Posey |
| ■ Daniel Craig | ■ Angelina Jolie | ■ Adam Sedler | ■ Cole Sprouse | |

Writers



- | | | | | |
|---------------|-------------------|-------------|-------------------|-----------------------|
| ■ J.K.Rowling | ■ Stephen Hawking | ■ Rupi Kaur | ■ Neal Shusterman | ■ William Shakespeare |
| ■ Tolkien | ■ Do not know | ■ No asnwer | ■ None | |

Other well-known people



- | | | | |
|------------------|---------------------------|------------------|---------------------|
| ■ Donald Trump | ■ No answer | ■ Kobe | ■ Addison Rae |
| ■ Prince Harry | ■ Barack Obama | ■ George Floyd | ■ Do not know |
| ■ Prince William | ■ The Queen Elisabeth II. | ■ Princess Diana | ■ George Washington |
| ■ Harisson Ford | ■ Brad Pitt | ■ Angelina Jolie | ■ Joe Biden |

Annotation

Jméno a příjmení:	Anna Petrůjová
Katedra nebo ústav:	Ústav cizích jazyků PdF UPOL v Olomouci
Vedoucí práce:	doc. Václav Řeřicha, PhDr. CSc.
Rok obhajoby:	2022

Název práce:	Výuka reálií v hodinách angličtiny na druhém stupni ZŠ
Název v angličtině:	Teaching culture in lower secondary school English lessons
Anotace práce:	Diplomová práce se zaměřuje na výuku kultury na druhém stupni základních škol v hodinách anglického jazyka. Teoretická část obsahuje obecné pojmy, které souvisejí s kulturou a jejich definice. Dále pak, jak je téma kultury obecně zařazeno do učebních osnov na základě dokumentů, jako je školní a rámcový vzdělávací program. Praktická část obsahuje prezentaci výsledků výzkumu získaných na základě dotazníkového šetření a analýzu učebnic.
Klíčová slova:	Kultura, kulturní identita, kulturní povědomí, jazyk, výuka kultury
Anotace v angličtině	The thesis focuses on teaching culture at the lower secondary school in English lessons. The theoretical part includes general concepts that are connected with culture and their definitions. Then, how the topic of culture in general is included in the curriculum, based on documents such as the school and the framework curriculum. The practical part includes a presentation of the research results, obtained on the basis of a questionnaire survey, and an analysis of the textbooks.
Klíčová slova v angličtině:	Culture, Cultural Identity, Cultural Awareness, Language, Teaching Culture
Přílohy:	Grafy: 320 Obrázky: 36
Rozsah práce:	210 stran
Jazyk práce:	Angličtina